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ABSTRACT

A project was conducted to assist post-secondary vocational-technical teacher educators and staff development personnel in improving staff development programs in two-year post-secondary institutions. Thirty-one applicants were selected to participate in a national workshop. These applicants included vocational-technical teacher educators and administrators and faculty members who are responsible for staff development efforts in two-year postsecondary institutions. Through a variety of learning experiences structured in a competency-based format, participants were provided an opportunity to acquire those competencies required to develop and implement a competency-based staff development (CBSD) program. Workshop instructional strategies included small and large group presentations/discussions, individual activities, case studies, role playing, and hands-on activities. During each workshop, participants formulated a plan for implementing a CBSD program. Evaluation data obtained immediately upon the conclusion of the workshop revealed that the participants perceived an increase in their level of competence with regard to the performance objectives addressed in the workshop. (The implementation guide used in the workshop is also available in ERIC as CE 021 469.) (Author/EM)

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NATIONAL WORKSHOP TO IMPROVE POST-SECONDARY VOCATIONAL-TECHNICAL PERSONNEL DEVELOPMENT

Final Report
Project No. OH-V-708 (N)
Grant No. G05-77-00149

Robert E. Norton
Audni Miller-Beach
Andrew S. Korim

The National Center for Research in Vocational Education
The Ohio State University
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December 1978

CE 021 470

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE NATIONAL CENTER MISSION STATEMENT

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

Contained in this report is a description of the objectives and activities of the National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development, one of 18 USOE national project priorities for 1977-1978.

Designed to assist post-secondary vocational-technical teacher educators and staff development personnel in the improvement of staff development programs in two-year post-secondary institutions, the project focused on the concepts and procedures involved in developing and implementing competency-based staff development (CBSD) programs for post-secondary occupational instructors.

A number of individuals have made significant contributions to the successful completion of this national project. Recognition is given to Andrew S. Korim, Research Specialist, for his guidance as Project Director from July 1977 through mid-February 1978. Special appreciation is extended to Robert E. Norton, Senior Research and Development Specialist and Project Director from February through September 1978, and to Audni Miller-Beach, Program Associate, for their performance of the major responsibilities associated with planning and conducting the National Workshop and providing follow-up assistance to workshop participants.

Appreciation is extended to Lois Harrington and Karen Quinn, Program Associates, who had primary responsibility for developing workshop materials, and to James B. Hamilton, Senior Research and Development Specialist, for his contributions in planning and conducting the workshop. In addition, appreciation also goes to Orest Cap and Janet S. Weiskott, Graduate Research Associates, for their assistance throughout the project.

Recognition is given also to Carol Betts and Debbie Parsley who typed the materials developed for the project and played important roles in making the logistical arrangements for the workshop.

Sincere appreciation is extended to the members of the National Advisory Planning Committee for their guidance and support throughout the project.

Finally, thanks are extended to Darrell Parks, who was serving as the State EPDA Coordinator in Ohio during the first six months of the project; George Kosbab, who assumed the position of State EPDA Coordinator for Ohio in January 1978; Daryl Nichols, USOE Region V EPDA Program Officer; and Albert Riendeau, Chief, Post-Secondary Branch of USOE; for their direction and assistance in conducting this national project.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

ABSTRACT

Project No.: OH-V-708N Grant No.: GO5-77-00149

Title of Project: National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development (National Project Priority)

Grantee Organization: The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Project Director: Andrew S. Korim
(July 1, 1977-February 17, 1978)
Robert E. Norton
(February 17, 1978-December 31, 1978)

Period Covered: July 1, 1977 to December 31, 1978

The purpose of this project was to assist post-secondary vocational-technical teacher educators and staff development personnel in improving staff development programs in two-year post-secondary institutions.

From the 79 applications received from persons who desired to attend the National Workshop, 31 applicants were selected to participate. These participants included vocational-technical teacher educators and administrators and faculty members who are responsible for staff development efforts in two-year post-secondary institutions, primarily in community and junior colleges and technical institutes.

Through a variety of learning experiences structured in a competency-based format, participants were provided an opportunity to acquire those competencies required to develop and implement a competency-based staff development (CBSD) program. Workshop instructional strategies included small- and large-group presentations and discussions, individual activities, case studies, role-playing, and hands-on activities.

Workshop resource materials included the workshop module, Develop and Implement a Competency-Based Staff Development Program for Post-Secondary Occupational Teachers, and an implementation guide, Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel. During the workshop, each participant formulated a plan for implementing a competency-based staff development program.

Evaluation data obtained immediately upon the conclusion of the workshop revealed that the participants perceived an increase in their level of competence with regard to the performance objectives addressed in the workshop. According to the follow-up data obtained three months after the workshop, both the workshop and the implementation guide, Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel, were useful to the workshop participants in the improvement and implementation of programs in their respective institutions. Participants rated the quality of the Guide above that of other professional materials with which they have worked.

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CHAPTER I : INTRODUCTION

Background

During the sixties, the rapid expansion of post-secondary occupational education required administrators and instructors alike to focus their attention on acquiring facilities and developing programs. However, in the seventies, with the facilities procured and the programs established, increasing attention has been directed to the need for effective staff development programs which can be tailored to the requirements of both part-time and full-time occupational instructors. These instructors, most of whom come directly from business and industry, have unique skills as a result of their occupational experiences. However, many of these individuals are not prepared to teach these skills to others. The need exists for staff development programs through which instructors can acquire a variety of teaching competencies. In view of this need, the competency-based approach to staff development, a systematic and highly individualized approach, is especially appropriate for the professional development of post-secondary occupational instructors.

In order to assist vocational-technical teacher educators and staff developers in implementing improved programs, the project for the National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development was designed to achieve the following objectives:

1. to identify and prioritize key competencies required by post-secondary occupational instructors, and by vocational-technical teacher educators and administrators and faculty members who are responsible for staff development in two-year post-secondary institutions, namely community and junior colleges and technical institutes
2. to select the participants for the National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development
3. to design and develop a training package on the implementation of staff development programs in two-year post-secondary institutions
4. to plan and conduct a national training workshop on curriculum materials and implementation procedures for staff development programs in two-year post-secondary institutions
5. to provide technical assistance to facilitate the implementation of staff development programs by workshop participants in their respective institutions
6. to evaluate project outcomes and to prepare a final report

The major activity of the project was the National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development. Through learning experiences structured in a competency-based format, workshop participants were provided an opportunity

to acquire those competencies which are required to develop and implement a competency-based staff development (CBSD) program in their respective institutions. The specific performance objectives which the participants were expected to achieve as a result of their workshop experiences were as follows:

1. demonstrate knowledge of the central purpose of post-secondary occupational programs
2. demonstrate knowledge of the underlying concepts and the essential components of a comprehensive competency-based staff development (CBSD) program
3. demonstrate knowledge of the procedures involved in competency identification, needs assessment, and in the development of individual staff profiles
4. demonstrate knowledge of the format of selected competency-based staff development materials and of criteria for selecting high quality materials
5. serve effectively in the role of a resource person
6. demonstrate knowledge of alternative models and approaches for implementing competency-based staff development programs
7. demonstrate knowledge of the needs of special student groups in post-secondary education and of ways in which staff development programs can help address their needs
8. develop a plan of action for implementing a competency-based staff development program

The accomplishments resulting from the completion of each of the major objectives of this project are described in the remaining sections of this report. Insofar as possible, the report format follows the outline for Program Performance Reports for Adult Vocational Education Professions Development Act (EPDA) Programs.

CHAPTER II : ACCOMPLISHMENTS

In this chapter, project accomplishments are described as they relate to the project objectives.

OBJECTIVE 1: Identify and prioritize key competencies required by post-secondary occupational instructors, and by vocational-technical teacher educators and administrators and faculty members who are responsible for staff development in two-year post-secondary institutions, namely community and junior colleges and technical institutes.

The initial effort to identify these competencies consisted of a preliminary review of literature concerning the personnel development needs of post-secondary occupational instructors. A copy of this review is contained in Appendix A. (A copy of the final literature review is contained in the implementation guide, Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel.) While the preliminary literature review provided a framework for competency identification, it was still necessary to identify additional instructor competencies, prioritize these competencies, and then identify those competencies needed by persons responsible for post-secondary vocational-technical personnel development. It was primarily for this purpose that members of the project National Advisory Planning Committee met at the National Center on September 15-16, 1977. The committee was comprised of the following persons:

Dr. Victor Baldi, Assistant Director
Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
1221 University Avenue
Boulder, Colorado 80302

Dr. Bonny S. Franke, Director
Special Services
Dallas County Community College District
701 Elm Street
Dallas, Texas 75202

Dr. John Glenn, Jr., Director
Department of Vocational-Technical Education
Upper Division College
State University of New York at Utica/Rome
Utica, New York 13502

Dr. Michael Paradise, President
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Hastings, Nebraska 68901

Ms. Nancy Payan Dolan
Hispanic Education Conslutant
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Mr. Clifford D. Fields, Dean
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Dr. Albert Riendeau (Ex Officio)
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Dr. Darrell L. Parks
Assistant Director
Administration, Curriculum and Staff Development
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

Through their participation in a modified DACUM (Developing A Curriculum) workshop, committee members identified broad categories of competencies required by instructors and by staff development personnel, respectively. A brief description of the DACUM process, together with lists of the competency areas, is contained in Appendix B.

In addition to serving as a valuable resource in the identification of competencies, the National Advisory Planning Committee provided significant direction concerning (1) criteria for selection of workshop participants, (2) content of the training workshop, and (3) recommendations for prospective workshop consultants. A copy of the agenda for the National Advisory Planning Committee meeting is included in Appendix B.

OBJECTIVE 2: Select the participants for the National Training Workshop to Improve Post-Secondary Vocational-Technical Personnel Development.

In order to solicit applications from prospective participants, a memorandum requesting applications was sent to State Personnel Development Coordinators for Vocational Education and to State Directors of Community, Junior, and Technical College Systems in October 1977. A training program announcement brochure was enclosed with each letter. See Appendix C for copies of the

memorandum and brochure. By the deadline date (postmarked not later than November 30, 1977), 79 applications had been received. These applications were independently reviewed and rated by staff members according to the criteria established for participant selection. In keeping with contract specifications, 31 participants representing vocational-technical teacher educators and staff developers from the 10 USOE regions were selected. Copies of the application, selection criteria, and a list of workshop participants are contained in Appendix D. Participants were notified of their selection in a letter mailed on January 9, 1978. A copy of this letter is also contained in Appendix D.

OBJECTIVE 3: Design and develop a training package on the implementation of staff development programs in two-year post-secondary institutions.

The preparation of the training package consisted of the development of two products, a workshop module entitled Develop and Implement a Competency-Based Staff Development Program for Post-Secondary Occupational Teachers, and an implementation guide entitled Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel.

The workshop module, Develop and Implement a Competency-Based Staff Development Program for Post-Secondary Occupational Teachers, is a module developed by project staff for training post-secondary staff development personnel to implement competency-based staff development programs using performance-based teacher education (PBTE) materials. The learning experiences contained in the

workshop module are tailored especially to meet the needs of post-secondary vocational-technical staff developers who are establishing competency-based staff development programs (e.g., "demonstrate knowledge of the central purposes of post-secondary occupational education programs" is one of the competencies addressed through the enabling objectives in the workshop module). See Appendix E for a complete list of the enabling objectives.

The implementation guide, Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel is designed to provide post-secondary staff development personnel with direction and assistance for each phase of activity required in the implementation of a competency-based staff development (CBSD) program for post-secondary occupational instructors. While the workshop module was developed specifically for use during the national workshop, the implementation guide was provided for participants' use as a resource throughout the entire implementation process in their respective institutions. The implementation guide has also been designed for use by other interested persons concerned with post-secondary personnel development programs. A copy of the Table of Contents for the Guide can be found in Appendix F.

OBJECTIVE 4: Plan and conduct a national training workshop on curriculum materials and implementation procedures for staff development programs in two-year post-secondary institutions.

The major activities involved in completing this objective included planning the workshop activities, engaging workshop

consultants, making the required logistical arrangements, and developing the necessary resource materials. Copies of the workshop objectives, the workshop agenda, and a list of workshop consultants are contained in Appendix G.

The primary training resource developed for use during the workshop was the module Develop and Implement a Competency-Based Staff Development Program for Post-Secondary Occupational Teachers. The learning experiences contained in the module were designed to fulfill the specific objectives of the workshop. Through the learning experiences, workshop participants were to become familiar with performance-based teacher education (PBTE) materials for use in, and procedures for implementing, post-secondary staff development programs. A major emphasis of the workshop was on providing participants with a hands-on experience in the competency-based approach to staff development through a variety of learning options, feedback devices, information sheets, case studies, checklists, and other learning activities. Participants were also involved in individual and small- and large-group activities in which an assortment of printed and audiovisual materials were employed.

Throughout the workshop, participants worked to develop their CBSD Plans of Action in which they outlined proposed procedures for implementing a CBSD program in their respective institutions. See Appendix H for a copy of the CBSD Plan of Action form.

OBJECTIVE 5: Provide technical assistance to facilitate the implementation of CBSD programs by workshop participants in their respective institutions.

Following the workshop, project staff provided a thorough review of each participant's CBSD Plan of Action, including written suggestions pertaining to implementation of the plan. In addition, project staff supplied technical assistance through correspondence and telephone conversations with participants. Most participants also submitted three reports concerning their progress in implementing a competency-based staff development program. See Appendix I for a copy of the CBSD Plan of Action Status Report. Although the number of site visits was limited by budget constraints and available staff time, project staff were able to visit seven sites in response to requests for technical assistance.

OBJECTIVE 6: Evaluate project outcomes and prepare a final project report.

The evaluation of project outcomes was accomplished in two phases. The first phase involved an evaluation of the workshop each day and at the conclusion of the workshop. The following instruments were used to gather data pertaining to the workshop:

Self-Assessment Scale

Daily Feedback Form

Final Evaluation

Copies of these instruments can be found in Appendix J.

The Self-Assessment Scale was administered on both a pretest and post-test basis. This instrument consisted of 11 items

relating to the participants' current perception of their ability to develop and implement a competency-based staff development program for post-secondary occupational instructors.

The Daily Feedback Form was used at the end of each day to obtain participants' reactions to the learning activities in which they had been involved that day. The results of these daily surveys were summarized and reviewed at the close of each day by project staff, who used the information to make "in-course corrections" in the workshop whenever such corrections were appropriate.

The Final Evaluation instrument was administered at the end of the workshop on Friday, immediately after participants responded to the post Self Assessment Scale. A summary of the evaluation data collected is presented in Chapter VII of this report.

The second phase of the project evaluation activities involved the collection of follow-up data concerning the utility of the implementation guide Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel and the participants' perceptions of the value of the workshop three months after they had returned to their respective institutions. A summary of the follow-up data is also provided in Chapter VII.

The preparation of this final project report represents fulfillment of the final objective of the National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development.

CHAPTER III : MAJOR ACTIVITIES AND EVENTS

The major activities and events of the project are presented here in chronological order with only brief explanations. For more details about each, the reader is referred to Chapter II of this report and/or to an appropriate Appendix.

a. Completion of the preliminary Review of the Literature Concerning the Personnel Development Needs of Post-Secondary Vocational-Technical Teachers, August 1977. See Appendix A for a copy of this preliminary version.

b. Convening of the National Advisory Planning Committee on September 15-16, 1977. A major task accomplished by this committee was the identification of competencies required by (1) vocational-technical teacher educators and staff development leaders and (2) post-secondary occupational instructors. See Chapter II for a list of the committee members. Lists of the identified competencies are included in Appendix B.

c. Selection of participants for the National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development. See Chapter II for a description of the selection process and Appendix D for a copy of the workshop application, the list of selection criteria, and the list of workshop participants.

d. Completion of the final version of the Review of Literature Concerning the Personnel Development Needs of Post-Secondary Vocational-Technical Teachers, December 1977. This review is contained in the implementation guide, Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel.

e. Completion of the Annotated Bibliography of Resources for Competency-Based Staff Development Programs, February 1978. This bibliography is also included in Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel.

f. Completion of the workshop training package, February 17, 1978. This package was comprised of the workshop module and the guide to implementing competency-based staff development programs. See Appendix E for a copy of the title page for the workshop module, Develop and Implement a Competency-Based Staff Development Program for Post-Secondary Occupational Teachers, and a copy of the enabling objectives addressed in the module. The title page and table of contents for the implementation guide, Competency-Based Staff

Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel, are contained in Appendix F.

g. Conducting the National Training Workshop to Improve Post-Secondary Vocational-Technical Personnel Development Programs, Columbus, Ohio, February 20-24, 1978. See Appendix G for a copy of the list of workshop objectives, the workshop agenda, and a list of consultants.

h. Providing technical assistance to workshop participants. From March through June 1978, project staff reviewed participants' CBSD Plans of Action and progress reports and provided implementation assistance through correspondence, on-site visits, and telephone calls. See Appendix H for a copy of the Plan of Action format and Appendix I for the progress report forms.

CHAPTER IV : PROBLEMS

While several potentially troublesome problems arose, nothing was permitted to negatively influence the important outcomes sought through this national training program for post-secondary staff development personnel. The necessary training materials were prepared on time, and the National Workshop, although seriously threatened by electrical power shortages due to the national coal strike, was conducted successfully and according to plan.

The initial project director resigned from the National Center effective two days before the National Workshop, a critical time when workshop arrangements were being finalized and workshop materials prepared. The remaining staff members, however, were able to complete preparations for and conduct one of the most highly rated workshops ever held at the National Center

CHAPTER V : PUBLICITY ACTIVITIES

The National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development was publicized primarily through a brochure distributed to State Personnel Development Coordinators for Vocational Education, State Directors of Community, Junior, and Technical Colleges, persons in attendance at various national meetings and workshops, visitors to the National Center, and other individuals who inquired about the National Training Workshop. In addition, articles announcing the Workshop were published in the Communicator, a newsletter published by EPD Consortium D and in the Centergram, a National Center publication which is circulated nationally. A copy of the publicity brochure can be found in Appendix C. See Appendix K for a copy of the announcement carried in the Centergram.

CHAPTER VI : DISSEMINATION ACTIVITIES

The major dissemination activity was the National Training Workshop which was conducted at the National Center, February 20-24, 1978. During the workshop, participants received copies of the workshop module and the implementation guide, the two products developed for the project.

In addition, the workshop module and implementation guide were used by participants in two other competency-based staff development workshops held in August 1978. These workshops were conducted for staff development personnel in two-year post-secondary institutions in Ohio and New Hampshire respectively.

Finally, in September 1978 the implementation guide was distributed to the director of each state agency for two-year post-secondary institutions.

CHAPTER VII : DATA COLLECTION AND EVALUATION FINDINGS

The evaluation activities carried out during and immediately following the workshop, and the follow-up evaluation three months later were conducted by Janet S. Weiskott of the National Center's Evaluation Division. A report of the evaluation procedures and results is contained in Appendix L.

CHAPTER VIII : OTHER ACTIVITIES

The major activities associated with the National Workshop have been described in this report. As a result of the activities conducted during this project, project staff have received, and responded to, a variety of requests for technical assistance. For example, at Caldwell Community College and Technical Institute in Hudson, North Carolina, staff members conducted a DACUM workshop to identify the competencies required of radiologic technologists. These identified competencies provide the basis for the development of a competency-based curriculum.

In addition, the project director (Norton) conducted a workshop at Clackamas Community College in Oregon City, Oregon to orient administrators and instructors to competency-based staff development and competency-based instruction.

As an outgrowth of interest generated by the National Workshops, the Ohio Department of Education, Division of Vocational Education, in cooperation with the Ohio Board of Regents, and the National Academy for Vocational Education, sponsored a competency-based staff development workshop in August 1978 for staff development personnel in Ohio's two-year post-secondary institutions.

Another outgrowth of the national training programs was the employment of the project director (Norton) by the Instructional ACCTion Center, Pendleton, South Carolina, to conduct a three-day DACUM workshop with a highly selected group of specialists to identify the competencies needed by post-secondary instructional specialists.

Of particular importance are the activities initiated by several workshop participants in their respective institutions. For example, at Utah Technical College, a steering committee has been established to direct the implementation of a competency-based staff development program. One of the major results of this committee's work is the development of a job description for a CBSD resource person to be employed at UTC. Another significant activity which occurred as a result of the National Workshop is the initiation of a project to utilize CBSD concepts and materials in staff development programs for post-secondary occupational instructors throughout the State of Idaho. This project is under the direction of one of the teacher educators who participated in the National Workshop.

CHAPTER IX : STAFF EMPLOYMENT, UTILIZATION, AND DEVELOPMENT

Project Staff

Andrew S. Korim, Research Specialist and Project Director, July 1, 1977 - February 17, 1978

Robert E. Norton, Senior Research Specialist and Project Director, February 17, 1978 - September 30, 1978

James B. Hamilton, Senior Research Specialist

Audni Miller-Beach, Program Associate

Lois G. Harrington, Program Associate

Karen M. Quinn, Program Associate

Orest Cap, Graduate Research Associate

Janet S. Weiskott, Graduate Research Associate

Carol Betts, Secretary

Debbie Parsley, Secretary

CHAPTER X : PARTICIPANT CHARACTERISTICS

FOR ADULT EDUCATION TEACHER TRAINING *(13.403)* AND ADULT EDUCATION PROJECT DEVELOPMENT PROJECTS *(13.406, 13.414, 13.501, 13.505, 13.516, and 13.536)* PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

PARTICIPANTS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PRIMARY[1]											
ADMINISTRATORS					1				14	2	17
GUIDANCE COUNSELORS											
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS									10	2	12
TEACHERS											
PARAPROFESSIONALS											
OTHERS *(Specify)* State Dept. Personnel									2		2
[illegible] Guests									1		1
TOTALS					1				27	4	32

[illegible] PARTICIPANTS [illegible] THE TOTAL PROJECT WAS DESIGNED
[1] PARTICIPANTS WHO [illegible] PARTIAL, SHORT-TERM, OR INTERMITTENT TRAINING.

FOR ADULT EDUCATION SPECIAL PROJECTS *(13.401)* PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS:

AGE GROUPS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16 - 24											
25 - 34											
35 - 64 OR OVER											
TOTALS											

SIGNATURE OF PROJECT DIRECTOR: Robert E. Norton DATE: 9/16/70

OEA BC 76-3037

CHAPTER XI : SUMMARY AND CONCLUSIONS

In retrospect, it appears that each of the six objectives of the National Workshop project were met effectively. As a result of the National Workshop, 32 persons, including post-secondary vocational-technical teacher educators and staff development personnel from two-year post-secondary institutions, received intensive training in the development and implementation of competency-based staff development (CBSD) programs for post-secondary occupational instructors.

Evaluation data obtained immediately upon the conclusion of the workshop revealed that the participants perceived an increase in their level of competence with regard to the performance objectives addressed in the workshop. The participants' overall reactions to the workshop were also very positive.

During the months following the workshop, project staff provided technical assistance to participants involved in the implementation of CBSD programs. The technical assistance efforts consisted of a thorough review and critique of each participant's CBSD Plan of Action, a limited number of site visits, and frequent communication with participants in response to their particular questions and concerns.

The follow-up data obtained three months after the workshop revealed that both the workshop and implementation guide, Competency-Based Staff Development: A Guide to the Implementation

of Programs for Post-Secondary Occupational Personnel, were useful to the participants in the improvement and implementation of staff development programs in their respective institutions. Participants rated the quality of the guide above that of other professional materials with which they have worked. With respect to their perceptions of the National Workshop three months after its conclusion, participants reported that, through the workshop experience, they acquired knowledge which they used to implement or improve the staff development programs in their respective institutions.

APPENDIX A

Preliminary Review of Literature

A PRELIMINARY REVIEW OF LITERATURE CONCERNING POSTSECONDARY VOCATIONAL-TECHNICAL EDUCATION PERSONNEL DEVELOPMENT NEEDS

By

Audni Miller-Beach

Assisted by Orest Cap

August 1977

An increased interest in postsecondary vocational education has occurred over the past fifteen years, as evidenced by the mounting numbers of students enrolled in postsecondary vocational education programs. The 1976 Community, Junior, and Technical College Directory published by the American Association of Community and Junior Colleges presented figures which show an increase from 678 two-year institutions to 1,230 institutions from 1960 to 1975. The total student enrollment in 1960 of 660,216, soared to 4,069,279 students in 1975. As these figures indicate, the community, junior, and technical college system has a responsibility to serve a large portion of the nation's postsecondary student population.

The vocational-technical emphasis in postsecondary institutions--though undefined--expanded sharply in the mid-Sixties. Since the late Sixties, however, a philosophy of postsecondary occupational education* has taken shape. Characteristically, this philosophy is reflected in occupational programs which adhere to open admission (the "open door policy"), respond to community needs, and thus are committed to serve a broad range of students who have diverse needs. Clark Kerr, Chairman of the Carnegie Council on Policy Studies offers a description of the "open door college":

*Occupational Education--"Any educational program with a direct career relationship. A broad generic term describing vocational education at the postsecondary level but not limited to any particular delivery system." (National Association of State Directors of Vocational Education, Defining Critical Terms in Vocational Education, 1976.)

> I think of an "open door" college as one where any member of the community can come to test his or her interests and capacities to learn and secure adequate exercise of learning abilities directed to achievement of personal and community goals. To perform this function well, community colleges must keep the doors open to persons of all ages who will come for varying lengths of time, to achieve a variety of educational goals, and at intervals throughout their lives. (1975: 10)

The newness of such a philosophy is explained by Albert Riendeau in an address he delivered to an AAJC Workshop on Occupational Education on February 14, 1969:

> In order to study the role of vocational education at the two-year college level, let us briefly consider the educational experiences which have led the student to this new level. Since the typical comprehensive high school is rated by its college-bound versus vocational student graduates, it is highly unlikely that vocational education shared in the limelight usually accorded "prestige" courses in high school. As a matter of fact, the educational institutions receiving the most Brownie points have traditionally been those with the best admissions systems--"by selecting the best, they turn out the best." So while the American educational system stoutly claims to endorse the philosophy of "education for all," it has had a built-in, selecting-out mechanism that tends to squeeze out the student who fails to become enraptured by the works of Chaucer and Shakespeare in high school. The "selected out" student failed to associate school with the real world, for in his world there is a job, a paycheck, a car to strip down, or high fidelity sound equipment to assemble. Irrelevancy of school work or the inability to see something meaningful in terms of the real world of students is most often given as the greatest single reason for dropping out of school. (1969: 40)

The two-year postsecondary institutions which subscribe to this philosophy are faced with the complex task of implementing programs

which respond to their diverse student populations. According to Kenneth Skaggs "We must see to it that opportunities are there for all students. This is the function of the community colleges--to serve the total population." (1969: 26) With regard to the responsibilities of two-year postsecondary institutions, John Glenn has written that:

> These institutions have taken on a difficult assignment of serving the needs of any person over sixteen who wants to learn. They are basically teaching institutions and represent: opportunity to individuals in the lower economic percentile, who want to better their income and live more comfortably in society; a place where individuals can develop employment skills, upgrade their current employment skills, or retrain for new and emerging occupations; and a way for individuals to pursue vocational interests, whether it be as a hobby, for part-time employment or to keep self-activated and interested during retirement years. (1976: 17)

In a similar vein, LeCroy notes that:

> The American community college has been heralded as a dynamic, innovative institution--an institution named "the people's college" because it was designed to be responsive to the needs of a wide segment of society: inner city, culturally deprived, industrial and business demands for manpower, community needs, adult enrichment, and the educational requirements of universities. (1976: 279)

The innovative character of the two-year postsecondary institution and its rapid increase in enrollments have resulted in a shortage of personnel who understand the mission and philosophy of postsecondary occupational education. According to Taylor and Miller:

> One of the interesting educational phenomena of the past decade has been the burgeoning increase in enrollments in community colleges and similar post-secondary institutions. . .

> Accompanying an increase in post-secondary occupational education enrollments is the need for well-trained, post-secondary vocational teachers. (1971: 127)

Kazanas and Miller conclude that:

> . . .preparing vocational teacher educators in the traditional programs and expecting them to function effectively in an expanding role of vocational education is short sighted at best and naive or misleading at worst. If we are to meet the challenges that are before us, we need new approaches to the development of vocational teacher educators---vocational educators with characteristics and competencies which may be quite different from those of traditional vocational teacher educators prepared as specialists in a single vocational service area. (1974: 75)

Dean and Stanger cite a corresponding need for appropriately trained post-secondary administrators:

> Since there has been no training program for post-secondary vocational education administrators, the primary supply has been through recruitment from the secondary school vocational education leadership. (1974: 65)

> Training programs for post-secondary administrative positions in vocational education are difficult to find as they usually do not appear as an entity in today's educational structure. The administrator responsible for this specialized program has, in most cases, attained the position by completing the administrative program designed for the preparation of general school administrators. (Dean and Stanger, 1974: 65)

From an examination of the literature, it is apparent that the need exists for personnel development programs designed to prepare vocational

teacher educators "to assist teachers in the development of competencies relevant to the changing role of vocational education." (Kazanas and Miller, 1974: 39) The next concern is to establish a framework for identifying those competencies required by postsecondary vocational educators.

With regard to identifying topics for inclusion in faculty development programs, Hammons has stated that ". . .the question of what to include, or what needs improving, is best answered by asking those for whom the program is intended--the faculty." (1976: 165) In the faculty surveys which Hammons has reviewed, the following needs related to the unique role of the community college have frequently appeared:

> ·Purposes (and implications) of the open-door admissions policy
>
> ·Knowledge of the multi-purposes of the community college, specifically: transfer education, adult and continuing education, general education, remedial and developmental programs, vocational-technical education
>
> ·Knowledge of the characteristics and needs of community college students (1976: 165-166)

In An Assessment of Community College Staff Development Needs, Hammons and Wallace, conclude that:

> Lack of faculty understanding of the community college's unique role is still sizeable and may become a serious obstacle in its ability to meet the future demands of that role. (1976: 41)

More specific needs which are reported by Hammons and Wallace include:

(1) Better staff knowledge of the community college's purpose in remedial and developmental programs. . .

(2) Staff understanding of the community service, adult and continuing education, and vocational-technical education purposes

(3) Staff understanding of the clientele served (1976: 35)

The need identified as "staff understanding of clientele served" encompasses that portion of the student population referred to as "new clientele." Who comprise the "new clientele"? According to Park, the new clientele include "the unemployed, the developmentally disabled, senior citizens, women, full-time employed, parolees, and the underemployed. (p. 29)."

Among the new clientele are an increasing number of women students who have a variety of needs:

> Over the past few years the number of women attending community colleges has increased markedly. Nearly five million students currently attend community and junior colleges across the country. About half of these are women. These students represent approximately one-third of all undergraduate students in higher education, and about half of all entering freshman. Many of these women are returning to school after a break in their education. Others want to change or improve their occupational status. And some of these are looking at programs they don't feel are tracked for females. ("AACJC Study: Women in Occupational Education," p. 29)

Through a recently completed study of California community colleges, it was found that "part-time students now comprise more than two-thirds of the headcount enrollment in the California community colleges. About half

are at least 21 years of age." Many of these students already have an extensive employment history or have received nontraditional occupational training, while others have college degrees. Some of these students may be enrolled in college for the first time at the age of 40 or 60 or older. Intermittent enrollment at one institution is characteristic among students, since they also take advantage of adult and continuing education programs offered at other institutions. (Knoell, p. 23) An additional finding reported in the California study is that for older, part-time students, much of the "prescribed curricula" lacks relevance. Further, the study revealed "the inappropriateness of policies and practices which were developed for the most part with recent high school graduate and other degree- and transfer-oriented students in mind." (Knoell, p. 22)

The influx of nontraditional students has heightened the need for nontraditional instructional approaches. According to Hammons and Wallace, "Even if institutions have been able to procure faculty and administrators with desired qualifications, the demands of new clienteles require new staff competencies, particularly in instruction (1976: 1)." Although the concern for faculty expertise in nontraditional instruction often stems from a concern for nontraditional students, Park has emphasized that "The development of alternative systems goes beyond merely meeting the needs of nontraditional students (p. 29)." He maintains that alternative instructional systems should be tailored to the student's learning style. Television instruction, newspaper courses, individualized programmed learning, or "graveyard shift" courses are among the alternatives cited by Park.

In addition to the need for expertise in nontraditional instruction, there is also "a very strong need for improved staff competencies in studying, evaluating, and revising educational strategies and techniques (Hammons and Wallace, 1976: 14)." Significantly, 83 percent of the respondents to the Hammons and Wallace survey stated a need for expertise in evaluating instructional strategies.

Similarly, postsecondary administrators also revealed a need for competence in the collection and use of research data in decision making--"both generally and regarding educational services needed by the community. (Hammons and Wallace, 1976: 37)." Because two-year postsecondary institutions are community-based institutions, it is essential that their faculty and staff develop competencies in utilizing information about community needs, including the needs of employers. In order to develop instructional programs responsive to the requirements of business-industry-labor environments, the effective use of various labor market data is essential. According to Shea, manpower and follow-up data should be used for a variety of decisions.

> Typical questions revolve around the quantity and type of educational services that might be provided to the target clientele. Educators need to know about (1) the interests, aspirations, abilities and aptitudes of students and trainees; (2) performance requirements in various occupations; (3) employer hiring standards; (4) occupational entry barriers, such as discrimination and licensing; and (5) existing sources of manpower. (1973: 4)

In a U.S.O.E.-sponsored study of publicly funded skill training programs, it was apparent that "most post-secondary administrators surveyed were

unfamiliar with available labor market and demographic data (National Planning Association, 1972: IV-5)."

Summary

Based on this preliminary review of literature, it is apparent that vocational-technical personnel development programs to serve the needs of post-secondary institutions must address an array of competency needs. Among the competency needs are the ability to:

- Understand philosophy of post-secondary vocational-technical institutions.
- Design instructional approaches to cope with open admissions policy.
- Utilize labor market information to improve course content and instruction.
- Assess labor market experiences of prospective and current students.
- Assess labor market experiences of completers and non-completers.
- Assess employer perceptions of personnel needs.
- Assess perceptions of labor organizations regarding vocational-technical education.
- Employ strategies to eliminate sex role stereotyping in instruction.
- Design instructional approaches to cope with unique individual learning constraints of a range of target populations.
- Develop methodology to serve vocational-technical education needs of older workers.
- Install innovative instructional approaches.
- Employ competency-based and/or performance-based methodology.
- Utilize telecommunications as an instructional tool.
- Measure effectiveness and impact of instruction to reach multi-faceted needs.
- Infuse methods to reduce sex bias in instruction.

·Infuse general education into vocational-technical courses.

·Install strategies to focus on developing linkages with employers, labor, and other community interest groups.

·Design instruction to serve heterogeneous student mix of post-secondary institutions.

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APPENDIX B

Description of the DACUM Approach to Competency Identification, Lists of Competency Areas, and Agenda for National Advisory Planning Committee Meeting

DESCRIPTION OF THE DACUM APPROACH TO COMPETENCY/TASK IDENTIFICATION

A unique and innovative approach for comprehensively deriving local administrator competencies (tasks) and skills has been identified and is being used in a Center project entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education." This project which emphasizes the identification and national verification of competencies needed by local administrators of vocational education is currently in progress. The project will also result in the development of a limited number of prototype modularized materials for administrators. The DACUM approach to competency identification is one of the two approaches being used to identify the critical competencies for which instructional materials should be developed.

DACUM (Developing A Curriculum) was created in the late 1960's by the Experimental Projects Branch, Canada Department of Regional Economic Expansion, and the General Learning Corporation of New York. It has proven to be a very effective approach for quickly deriving, at a relatively low cost, the competencies or tasks that must be performed by persons employed in a given position or occupational area.

DACUM which utilizes small group brainstorming techniques is a process which results in a skill profile for a particular job or occupational area which can serve as a solid basis for curriculum development. As a process, it is a dynamic group analysis of a specific job or occupational area. As used, the DACUM approach involves all of the processes of analysis, charting, program planning, rating, selection, and sequencing.

DACUM is primarily concerned with the WHAT of a curriculum, rather than the HOW. It is an element or function of a systematic approach to curriculum development, which can be characterized as a type of task analysis. DACUM represents a relatively new and innovative approach to establishing a solid basis for curriculum development.

It is graphic in nature, presenting definitions of an entire occupation on a sheet of paper. This tends to prevent treatment of any element of the occupation in isolation, and conversely tends to promote treatment of each element as part of a larger whole. It is, in fact, a form of an analysis of the occupation rather than a curriculum evolving from an analysis. General areas of competence required in the occupation are defined and each is subdivided into those individual skills (tasks) that collectively enable an individual to perform competently within that general area. These skills are defined quite simply and are

structured independently in small blocks on the chart. Each can serve as an independent goal for learning achievement.

To facilitate the development of a DACUM chart of competencies for local administrators of vocational education a carefully selected group of 10-12 experienced administrators will be assembled in January 1976, at The Center in Columbus, Ohio. Under the leadership of an experienced DACUM Coordinator, the group will be carefully guided through each of the following steps:

1. General introduction and orientation.
2. Review of the administrators' occupational area.
3. Identification of the general areas of competence.
4. Identification of the specific skills for each of the general areas of competence.
5. Review and refine the skill statements.
6. Sequence the skill statements.
7. Establish levels of competence for each skill in terms of difficulty, frequency, and general importance.
8. Final structuring of the competency profile chart.

Once completed, the DACUM chart will serve as one basis for the content structure of the prototype materials to be developed and field tested in the current administrator project. While the prototype materials can be expected to deliver upon some of the high priority competencies identified and verified nationally, it is expected that several additional instructional modules will also be needed to complete the curriculum development task.

COMPETENCY AREAS IDENTIFIED AS RELEVANT TO VOCATIONAL-TECHNICAL TEACHER EDUCATORS AND STAFF DEVELOPMENT PERSONNEL IN TWO-YEAR POST-SECONDARY INSTITUTIONS

Knowledge of the mission of post-secondary occupational education

Awareness of legislation and other resources influencing post-secondary occupational education

Implementing sex fairness

Identification of techniques for meeting needs of special groups, including older students, women, ethnic minorities, bilingual students, the handicapped, and the economically disadvantaged

Coping with the forces of change that affect post-secondary vocational education

Planning of instruction to increase impact on employability of students

Identification and delivery of "survival competencies" such as the psychology of learning, classroom management, and group interaction

The development of a competency-based model for staff development

Methodology for the assessment of staff development needs

Knowledge of instructional materials for improvement of delivery techniques

Evaluation of instructional programs

Application of instructional innovations

COMPETENCY AREAS IDENTIFIED AS RELEVANT TO POST-SECONDARY INSTRUCTORS

A modified DACUM workshop was conducted on September 15-16, 1977 with members of the Advisory/Planning Committee for the Post-Secondary Personnel Development Project serving as DACUM committee members. Forty-seven (47) different competency "areas" were identified as relevant to the priority training needs of post-secondary occupational instructors. It should be noted that project time and financial constraints precluded any type of competency verification being conducted. With this limitation in mind, the following "areas" of competency are presented for the consideration of persons concerned with planning CBSD programs.

Competency Areas

1. Eliminate set sex bias and stereotyping.
2. Develop expertise in competency-based methodology.
3. Develop empathy for students with cultural and language difference.
4. Manage and coordinate multi-level educational activities.
5. Manage classroom and laboratory learning activities.
6. Develop skill in the basic techniques of instruction.
7. Make effective use of industry/business community resources.
8. Evaluate student performance.
9. Demonstrate knowledge of the mission of post-secondary occupational education.
10. Organize and utilize occupational advisory committees.
11. Use effective approaches to planning and needs assessment.
12. Conduct task analysis for curriculum development.
13. Conduct placement and follow-up of students.
14. Assess program effectiveness.

15. Assist with student counseling, admissions, and advising.

16. Determine student needs.

17. Develop a personal plan for technical and professional development.

18. Develop individualized learning packages.

19. Demonstrate an appreciation and belief in human worth and dignity.

20. Evaluate students' prior experiences for credit.

21. Evaluate program outcomes.

22. Develop cooperative education programs.

23. Make effective use of group process skills.

24. Demonstrate knowledge of school management policies and procedures.

25. Show empathy for employer concerns.

26. Demonstrate an awareness of political and governmental affairs.

27. Develop interpersonal skills.

28. Create positive work attitudes and habits in students.

29. Participate in student organizations.

30. Use curriculum theory and development procedures.

31. Develop an awareness of developing technocracies.

32. Use DACUM techniques for identifying program competencies.

33. Interpret and use student demographic data.

34. Interpret and use labor market supply and demand data.

35. Make effective use of learning theories.

36. Analyze demographic data for instructional implications.

37. Develop positive attitudes toward work.

38. Interpret and use labor market needs data.

39. Use techniques for understanding and eliciting student values, beliefs, and goals.

40. Demonstrate knowledge of the relationship of the individual to the larger organization.

41. Develop appropriate interdisciplinary relationships.

43. Make appropriate use of evaluation techniques and outcomes.

44. Assist in program planning and development activities.

45. Participate in planning and conducting experimental programs.

46. Use industry data for program planning and evaluation purposes.

47. Acquire and evaluate instructional materials.

Advisory/Planning Committee Meeting
Post-Secondary Personnel Development Project

Agenda-September 15-16, 1977

I. Overview of Project

II. Summary of Preliminary Literature Review

III. Identification of Competency Needs

IV. Prioritization of Competencies

V. Design of Format for Training Workshop

VI. Criteria for Selection of Participants in Workshop

VII. Training Materials and Instructional Methodology for Workshop

VIII. Guideline for Implementation

IX. Identification of Resource Persons

X. Other Matters

APPENDIX C

Announcement Brochure and Memorandum

National Training Workshop to Improve Postsecondary Vocational-Technical Personnel Development Programs

February 20-24, 1978

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus, Ohio 43210

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus, Ohio 43210

AFFIX STAMP

To: Director, Postsecondary Vocational-Technical Personnel Development Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

ANNOUNCEMENT

WHAT? A national training workshop focusing on key competencies needed by persons with responsibilities for personnel development of teachers of vocational-technical programs in postsecondary institutions.

OBJECTIVES?

Upon completion of the workshop, participants should be able to:

a. Develop and implement plans to improve personnel development programs at their respective institutions.

b. Initiate techniques and methods in the training or professional development of teachers that will contribute to improved learning of vocational-technical competencies by postsecondary students.

c. Assist teacher educators or persons responsible for staff development to introduce innovative practices in the preparation or improvement of teaching personnel of postsecondary vocational-technical institutions.

WHEN? February 20-24, 1978 (tentative).

WHERE? The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

WHO IS ELIGIBLE?

Thirty participants, three per USOE Region, will be selected from among:

a. Administrators and faculty who have assigned responsibilities for staff development of vocational-technical education faculty in community colleges, junior colleges, technical institutes, and other public two-year postsecondary institutions having a vocational-technical emphasis, and

b. Teacher educators from institutions that have demonstrated interest in serving the vocational-technical personnel development needs of postsecondary institutions.

COSTS? Participants will be reimbursed for transportation (air coach) to and from Columbus, Ohio, and will be provided a per diem of $30.00 per day for five days to cover lodging and meals on a reimbursable basis. Other costs must be borne by the participant and/or the sponsoring institution or agency.

HOW TO APPLY? Application information may be obtained by writing to:

Director, Postsecondary Vocational-Technical Personnel Development Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

APPLICATION DUE DATE:

Applications must be received at The Center for Vocational Education by November 30, 1977.

CONDUCTED BY?

The Center for Vocational Education under contract with Division of Vocational Education, The Ohio Department of Education and the Bureau of Occupational and Adult Education, U.S. Office of Education, with funds from the Education Professions Development Act.

Please send application information regarding the National Workshop to Improve Postsecondary Vocational-Technical Education Personnel Development to be held at The Center for Vocational Education, February 20-24, 1978.

Name _____

Institution _____

Street _____

City _____ **State** _____ **Zip** _____

MEMORANDUM

DATE: October 21, 1977

TO: State Personnel Development Coordinators for Vocational Education

FROM: Andrew S. Korim, Director, Post-Secondary Vocational-Technical Personnel Development Project

SUBJECT: National Training Workshop on Post-Secondary Vocational-Technical Personnel Development

The Center for Vocational Education, The Ohio State University, under contract with the Division of Vocational Education, The Ohio Department of Education, and the Bureau of Occupational and Adult Education, U. S. Office of Education, will be conducting a National Training Workshop on Post-Secondary Vocational-Technical Personnel Development on February 20-24, 1978.

The enclosed brochure is an announcement of the training workshop. We request your cooperation in encouraging prospective applicants from your state to apply. Please note that three persons from each U.S.O.E. Region will be selected.

Additional copies of the enclosed brochure may be obtained upon request.

MEMORANDUM

DATE: October 21, 1977

TO: State Directors of Community, Junior, and Technical College Systems

FROM: Andrew S. Korim, Director, Post-Secondary Vocational-Technical Personnel Development Project

SUBJECT: National Training Workshop on Post-Secondary Vocational-Technical Personnel Development

The Center for Vocational Education, The Ohio State University, under contract with the Division of Vocational Education, The Ohio Department of Education, and the Bureau of Occupational and Adult Education, U. S. Office of Education, will be conducting a National Training Workshop on Post-Secondary Vocational-Technical Personnel Development on February 20-24, 1978.

The enclosed brochure is an announcement of the training workshop. We request your cooperation in encouraging prospective applicants from your state to apply. Please note that three persons from each U.S.O.E. Region will be selected.

Additional copies of the enclosed brochure may be obtained upon request.

APPENDIX D

Workshop Application, Participant Selection Criteria, List of Participants, and Letter to Participants

Application
National Post-Secondary Vocational-Technical
Personnel Development Workshop

Cover Sheet

Submitted To: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Applicant Information:

Name_____ Title_____

Department_____

Institution_____

Street Address_____

City_____ State_____ Zip Code_____

Office Telephone_____

I hereby submit my application for consideration as a participant in the National Post-Secondary Vocational-Technical Personnel Development Workshop to be conducted by The Center for Vocational Education, The Ohio State University, at Columbus, Ohio, February 20-24, 1978. I understand that the financial support for participation is limited to transportation from my institution to Columbus, Ohio (and return) and per diem for five days at $30.00 per day.

Applicant's Signature_____ Date_____

Institutional Approval:

This certifies that I approve the application of _____ for participation in the Post-Secondary Vocational-Technical Personnel Development Workshop tentatively scheduled for February 20-24, 1978, at Columbus, Ohio. Further, the plan of action described in the application is consistent with the needs of our institution, and we are prepared to implement the plan or a refined version of the plan. We will cooperate with The Center for Vocational Education, The Ohio State University, in any follow-up or evaluative activities that may be required by the U. S. Office of Education.

Immediate Supervisor_____ Date_____

Title_____ Date_____

Chief Executive Officer of Institution
(or authorized representative)_____ Date_____

Title_____ Date_____

Instructions for Supportive Information

Each applicant is requested to prepare a narrative as a part of the application. The following is offered as a suggested format:

1. Briefly describe your institution.
2. Describe your responsibilities in your institution and identify key activities you have conducted in the past year.
3. Provide a discussion of your need to participate in the training workshop.
4. What competencies do you expect to acquire from participation in the training workshop?
5. Describe a plan of action for an improved personnel development program at your institution.
6. Give information on the capability of institution to implement plan.
7. Attach a copy of your resume.
8. Other information as deemed necessary by the applicant.

Attach the narrative and supportive documentation to the cover sheet.

Applications must be received at The Center for Vocational Education, The Ohio State University by November 30, 1977.

Mail application to:

Director, Post-Secondary Vocational-Technical
Personnel Development Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

PARTICIPANT SELECTION CRITERIA
POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION PERSONNEL DEVELOPMENT PROJECT

Region #_____
Position_____
Urban/Rural_____
Sex_____
Minority_____
Size of Institution:
_____

CRITERIA

LEVEL I	POINTS REQUIRED	COMMENTS
1. Endorsement of individual's participation by immediate supervisor and chief executive officer		
2. Current assigned responsiblities for staff development or teacher education		
3. Probability of continued staff development/ teacher education responsibilities for two or more years		
4. Commitment to participate in the training workshop, participate in days of technical assistance activities and complete evaluation forms.		
5. Endorsement of institution's commitment to entering into a cooperative agreement with CVE which would include acceptance of the terms of the USOE contract and permit evaluation of impact on the institution		

LEVEL II	POINTS
1. The institutions need to participate in the training workshop and project activities.	Little Need 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Great Need
2. The applicant illustrates a need for staff development training:	Definitely No 0 1 2 3 4 Definitely Yes

LEVEL II	POINTS
3. The workshop is designed to endorse the training needs identified by the applicant:	Definitely No 0 1 2 3 4 Definitely Yes
4. The competencies the participant expects to acquire as a result of participation are:	Definitely No Definitely Yes
a) Clearly stated	0 1 2 3 4 5 6 7
b) Well thought out	0 1 2 3 4 5 6 7
5. The problems at the institution identified to be corrected as a result of participation are:	Definitely No Definitely Yes
a) Clearly stated	0 1 2 3 4
b) Logically identified	0 1 2 3 4
c) Feasible to implement	0 1 2 3 4
6. The methods by which problems will be addressed:	Definitely No Definitely Yes
a) Clearly stated	0 1 2 3 4 5
b) Well thought out	0 1 2 3 4 5
c) Feasible to implement	0 1 2 3 4 5
7. The timetable and milestones submitted are:	Definitely No Definitely Yes
a) Clearly stated	0 1 2 3 4
b) Logically constructed	0 1 2 3 4
c) Feasible to implement	0 1 2 3 4

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8. The institutions capability to implement the staff development plan (based upon the application).	Low Capability	Average Capability / High Capability
	0 1 2 3 4	5 6 7 8 9 10 11 12
9. The antitipcated outcomes identified by the application are:	Definitely No	Definitely Yes
a) Clearly stated	0 1 2 3 4	
b) Logically constructed	0 1 2 3 4	
c) Feasible to implement	0 1 2 3 4	
10. The competencies the participant expects to acquire in evaluation methodology is:	Definitely No	Definitely Yes
a) Clearly stated	0 1 2 3 4	
b) Well thought out	0 1 2 3 4	
c) Feasible	0 1 2 3 4	

PARTICIPANT I.D. #_____

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THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel (614) 486 3655 Cable CTVOCEDOSU/Columbus Ohio

January 9, 1978

It is our pleasure to inform you that you have been selected as a participant in the National Training Workshop to Improve Post-Secondary Vocational-Technical Personnel Development Programs. The workshop will be held at The Center for Vocational Education, Columbus, Ohio, on February 20 - 24, 1978. For your information, a list of the selected participants is enclosed. Please return the enclosed acceptance form immediately, using the enclosed return envelope.

Our primary purpose in conducting this workshop is to assist you in designing programs to meet the personnel development needs of post-secondary occupational teachers. In the design of such programs, it is essential to take into account the state's certification requirements for post-secondary occupational teachers. For this reason, we request that you send us a copy of your state's requirements by February 1, 1978.

Enclosed please find the travel guidelines and the information regarding the Holiday Inn (OSU Area), the motel where we have tentatively reserved a block of rooms. Please complete the enclosed reservation card indicating your room preference. Return this card to the Holiday Inn by January 27, 1978 in order to confirm your reservation. You should arrange to arrive in Columbus on Sunday evening, February 19th.

A bus will be available at the Holiday Inn entrance for your transportation to The Center at 8:00 A.M. on Monday morning, February 20. Your return travel should be scheduled for departure from Columbus after 2:00 P.M. on Friday.

Additional information will be sent to you in February. Meanwhile, if you have any questions, or if for any reason you will be unable to participate in the national workshop, please call me or Audni Miller-Beach, Program Associate for the project at (614) 486-3655, ext. 375. We look forward to working with you.

Sincerely,

Andrew S. Korim
Director, Post-Secondary
Vocational-Technical
Personnel Development Project

cdb

Enclosures

APPENDIX E

Module Objectives and Title Page

Module Structure and Use

Organization

This module contains an introduction and ten sequential learning experiences. At the beginning of each day of this workshop, you will be receiving copies of your learning experiences for that day. Overviews, which precede each learning experience except the final one, provide at a glance brief descriptions of what each learning experience entails.

Two types of objectives form the basis of the learning experiences: a terminal objective and enabling objectives. The enabling objectives are designed to help you achieve the terminal objective. Each learning experience has activities to help you accomplish the objective, and by use of the feedback devices provided, you should be able to determine if you have reached each objective.

The first nine learning experiences are designed to provide you with the needed background information, and to give you opportunities to apply that information in practice or planning situations. The final learning experience is designed to allow you to develop and implement a competency-based staff development program for post-secondary occupational teachers.

Objectives

This module includes 10 objectives:

Terminal Objective: Within your own institution, develop a competency-based staff development program for post-secondary occupational teachers *(Learning Experience X)*.

Enabling Objectives:

1. After presentations on the mission of post-secondary occupational education, demonstrate knowledge of the central purposes of post-secondary occupational education programs *(Learning Experience I)*.

2. Given presentations on planning a competency-based staff development program for post-secondary occupational teachers, demonstrate knowledge of the concepts underlying, and the essential components of, a comprehensive CBSD program *(Learning Experience II)*.

3. Given additional information on competency identification, needs assessment procedures, and the development of individual staff profiles, prepare those portions of your staff development plan which relate to these components *(Learning Experience III)*.

4. Given information on available CBSD materials and criteria for selecting high quality materials, demonstrate knowledge of the format, characteristics, and use of selected CBSD materials *(Learning Experience IV)*.

5. For simulated situations, serve effectively in the role of staff development resource person *(Learning Experience V)*.

6. Given alternative models and approaches for implementing CBSD programs, prepare those portions of your staff development plan which relate to program implementation *(Learning Experience VI)*.

7. After presentations regarding the needs of special groups in post-secondary occupational education, prepare those portions of your staff development plan which relate to meeting the needs of special groups *(Learning Experience VII)*.

8. Given the inputs of workshop consultants and the realities of your own institutional setting, review, refine, and complete your staff development plan *(Learning Experience VIII)*.

9. Given the workshop is drawing to a close, complete any remaining tasks and submit your completed CBSD Plan of Action to workshop staff *(Learning Experience IX)*.

Terminology

Optional Activity or Optional Feedback...refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Peers...refers to fellow workshop participants who are used to (1) role-play instructors, etc., and (2) participate in seminar-type discussions and planning sessions. Workshop participants will be divided into small groups for several activities.

Resource Person...refers to The Center's workshop staff members, and to the visiting consultants at the workshop. Each group will be assigned a resource person, but all the workshop staff and consultants will be available as resource persons throughout the workshop.

DEVELOP AND IMPLEMENT A COMPETENCY-BASED STAFF DEVELOPMENT PROGRAM FOR POST-SECONDARY OCCUPATIONAL TEACHERS

Module PS-101

Karen M. Quinn
Robert E. Norton

Professional Development in Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

February, 1978

APPENDIX F

Title Page and Table of Contents for
Implementation Guide

COMPETENCY-BASED STAFF DEVELOPMENT: A GUIDE TO THE IMPLEMENTATION OF PROGRAMS FOR POST-SECONDARY OCCUPATIONAL PERSONNEL

Lois G. Harrington

Audni Miller-Beach

Robert E. Norton

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
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1978

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VIII. Staff Development Program Management 63

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Appendices

Appendix A - A Review of Literature Concerning the Personnel Development Needs of Post-Secondary Vocational-Technical Teachers

Appendix B - An Annotated Bibliography of Resources for Competency-Based Staff Development Programs

Appendix C - Competency Areas Identified as Relevant to Post-Secondary Instructors Through DACUM Workshop

Master List of Categories and Performance Elements

Appendix D - Selected Bibliography

APPENDIX G

Workshop Objectives, Workshop Agenda,
and Workshop Consultants

NATIONAL TRAINING WORKSHOP TO IMPROVE POST-SECONDARY VOCATIONAL-TECHNICAL PERSONNEL DEVELOPMENT PROGRAMS: WORKSHOP OBJECTIVES

February 20-24, 1978

Terminal Objective	Within your own institution, develop and implement a competency-based staff development program for post-secondary occupational teachers.
Enabling Objective #1	After attending presentations on the mission of post-secondary occupational education, demonstrate knowledge of the central purposes of post-secondary occupational education programs.
Enabling Objective #2	Given presentations on planning a competency-based staff development program for post-secondary occupational teachers, demonstrate knowledge of the underlying concepts and the essential components of a comprehensive competency-based staff development program.
Enabling Objective #3	Given additional information on competency identification, needs assessment procedures, and the development of individual staff profiles, prepare those portions of your staff development plan.
Enabling Objective #4	After receiving information about available competency-based staff development materials, demonstrate knowledge of the format of selected materials and of criteria for selecting high quality materials.
Enabling Objective #5	For simulated situations, serve effectively in the staff development role as a resource person.
Enabling Objective #6	Given alternative models and approaches for implementing CBSD programs, further develop your appropriate plan for implementing and/or improving an existing staff development program in your institution.
Enabling Objective #7	After hearing presentations regarding the needs of special groups in post-secondary education, demonstrate increased knowledge of these groups and of ways that staff development programs can help address their needs.

Enabling Objective #8	Given the inputs of the workshop consultants, your review of available staff development materials, and the realities of your own institutional setting, review, refine, and complete the development of your plan of action.
Enabling Objective #9	Given the workshop is drawing to a close, complete any remaining tasks and submit your personal plan of action to project staff.

WORKSHOP AGENDA

Monday, February 20, 1978

8:30 A.M.	Introductions Purpose of Workshop Introduction to Workshop Module
	Presentation: "The Current and Future Mission of Post-Secondary Occupational Education"-- Angelo C. Gillie, Sr., Professor of Education Texas Southern University
	Presentation: "The Legislation and Its Implications for Post-Secondary Occupational Education"-- Stanley Patterson, The Community College Unit Bureau of Higher Education U. S. Office of Education
10:10 A.M.	Break
	Panel Presentation: Reactions to "The Current and Future Mission of Post-Secondary Occupational Education" and "The Legislation and Its Implications for Post-Secondary Occupational Education"
11:45 A.M.	Lunch
1:15 P.M.	Presentation: The Concepts and Rationale Underlying Competency-Based Staff Development (CBSD)
	Questions and Answers
	Examination of Case Study: Small Group Critique and Discussion
3:00 P.M.	Break
3:20 P.M.	The Essential Components of a Comprehensive Staff Development Program
	Formulating a Plan for Staff Development
4:30 P.M.	Adjourn

Tuesday, February 21, 1978

8:30 A.M.	Presentation: Competency Identification Alternatives, Needs Assessment Procedures, and Development of Individual Staff Profiles
	Small Group Discussions
10:15 A.M.	Break
	Preparation of Staff Development Plan
11:30 A.M.	Lunch
1:15 P.M.	Presentation and Explanation of a Bibliography of CBSD Materials
	Slide/Tape Presentation: "An Overview of The Center's PBTE Materials"
	Review of Sample Module--Large Group
	Information on The R & D Base for The Center's PBTE Materials--Optional
2:50 P.M.	Break
	Individual Review of Second Selected Module--Individual and Small Group Questions and Answers
	Panel Discussion: "Post-Secondary Module Use"
	-Questions and Answers
4:00 P.M.	Highlights of Selected Staff Development Materials
4:30 P.M.	Adjourn
7:00 P.M.	At The Holiday Inn--Individual Review of Staff Development Materials and Informal Staff-Participant Interaction--Optional

Wednesday, February 22, 1978

8:30 A.M.	Slide/Tape Presentation: The Role of the Resource Person in PBTE
	Panel Discussion: The Role of the Resource Person in Post-Secondary Staff Development
	Summary of Resource Person Do's and Don'ts
10:10 A.M.	Break
	Information on Role of the Resource Person in a CBSD Program--Optional
	Videotape Presentation: Reactions and Responses of Several Post-Secondary Teachers to The Use of CBSD Materials
	Role-Play: Resource Persons and Post-Secondary Teachers in CBSD
11:30 A.M.	Lunch
1:15 P.M.	Case Studies: Post-Secondary Teachers and Resource Persons Involved in CBSD
	Presentation and Review: Evaluating a Teacher's Final Performance and The Use of a Criterion-Referenced Instrument
3:00 P.M.	Break
	Videotape Presentation: Assessing A Teacher's Final Performance and The Post-Observation Conference
	Questions and Answers
	Preparation of Staff Development Plan
4:30 P.M.	Adjourn
7:00 P.M.	Social Activity--Optional

Thursday, February 23, 1978

8:30 A.M.	Presentation: Alternative Models for Post-Secondary Staff Development
	Presentation: Two Exemplary Models in Post-Secondary Staff Development Hazel Crain, University of Nebraska at Lincoln Larry Coffin, Holland College, P.E.I.
10:00 A.M.	Break
	Small Group Discussion of Exemplary Models
	Preparation of Staff Development Plan
11:30 A.M.	Lunch
1:15 P.M.	Keynote Presentation: "Special Groups and Post-Secondary Occupational Education" Johnnie Ruth Clarke, Assistant Dean for Academic Affairs, St. Petersburg College
2:00 P.M.- 2:45 P.M.	Small Group Presentations (Participants Choose Two) 1. The Needs of Women in Post-Secondary Occupational Education 2. The Needs of the Handicapped in Post-Secondary Occupational Education 3. The Needs of Multi-Cultural Students in PSOE 4. The Needs of Ex-Offenders in PSOE
2:45 P.M.	Break
3:00 - 3:45 P.M.	Repeat of Small Groups
	Preparation of Staff Development Plan
4:30	Adjourn

Friday, February 24, 1978

8:30 A.M.	Presentation: Evaluating A Staff Development Plan
10:00 A.M.	Break
	Refinement of Staff Development Plan
	Workshop Evaluation and Summary
11:30 A.M.	Adjourn

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APPENDIX H

CBSD Plan of Action

CBSD PLAN OF ACTION--Working Copy

I. PRESENT SITUATION: Briefly describe the current status of staff development efforts at your institution for post-secondary occupational teachers. Indicate what programs, courses, workshops, etc. are offered, by whom, for whom, etc.

II. DESIRED SITUATION: On the basis of your opinion, briefly describe the major improvements needed in your institution to improve the preservice and/or inservice preparation of post-secondary occupational teachers. Indicate changes needed in staffing, current programs, new programs needed, etc.

III. PROGRAM COMPONENTS: Briefly address each of the following CBSD program components in terms of their application to your proposed program for improving the preparation of post-secondary occupational personnel.

A. PROGRAM RATIONALE--Briefly state the need and rationale for your proposed program.

B. COMPETENCY IDENTIFICATION--Briefly describe how competencies will be identified or selected.

C. NEEDS ASSESSMENT--Indicate how individual, group, and institutional needs will be assessed and used in program planning.

D. PROFESSIONAL GROWTH PLANS--Indicate how plans for individual professional development will be prepared and the type of individual staff profiles which will be used.

E. RESOURCE PERSONS--Describe who will serve as resource persons in your program and how they will be trained.

F. INSTRUCTIONAL RESOURCES--Indicate whether materials will be developed or purchased, and major criteria to be used in their selection.

G. IMPLEMENTATION MODEL--Briefly describe the type of program implementation model to be instituted or continued and who the major cooperating parties, if any, will be.

H. PROGRAM MANAGEMENT--Describe how the CBSD program will be staffed (no. and type of persons), advised (type of committee(s) and persons who will serve on it), the record-keeping procedures to be used, and any facility needs.

I. PERSONNEL ORIENTATION--Explain briefly how administrators, teachers, and appropriate others will be oriented to the proposed program.

J. NEEDS OF SPECIAL GROUPS--Indicate what activities are planned to address the needs of those persons.

K. PROGRAM EVALUATION--Describe generally how the staff development effort will be evaluated and by whom.

IV. SPECIFIC ACTIONS/DATES: As best you can, outline below the steps you will take to implement your proposed program and the anticipated date of each activity.

Steps to be Taken	Dates	
	Begin	End

APPENDIX I

CBSD Plan of Action Status Report/Outline

CBSD PLAN OF ACTION STATUS REPORT/OUTLINE*

Institution: _____ Date Received at NCRVE: _____

Date: _____

Submitted by: _____

Period Covered: _____ to _____

1. Major Activities Pertaining to Implementation of Plan:

2. Major Activities Scheduled for the Next Month:

3. Problems and Successes Encountered in Implementation of Plan:

4. Assistance Desired:

5. Materials and Dissemination Activities:

6. Other

*Please use suggested headings if at all possible but use whatever space is needed to accommodate your responses.

APPENDIX J

Self-Assessment Scale, Sample Daily Feedback Form, Final Evaluation Form, and Follow-up Questionnaire

Last 4 Digits of Your
Social Security Number

___ ___ ___ ___

SELF-ASSESSMENT SCALE

Please rate your current level of competence for each of the items listed below.

The self-assessment scale is designed to collect information regarding the workshop. Your responses will be kept confidential. The data will be aggregated and analyzed. It will not be used to make any judgmental statements about you. In order to match the self-assessment scales while maintaining anonymity, please use the last four digits of your social security number to identify this scale. Thank you for your voluntary cooperation.

ITEMS	Level of Competence					
	Not At All	To A Small Degree	To Some Degree	To A Considerable Degree	To A Great Degree	To A Very Great Degree
1. To develop a competency-based staff development program for post-secondary occupational teachers. . . .						
2. To implement a competency-based staff development program for post-secondary occupational teachers.						
3. To understand the mission of post-secondary occupational education. . . .						
4. To understand the central purposes of post-secondary occupational education programs. . . .						
5. To understand the underlying concepts of components of a comprehensive competency-based staff development plan.						
6. To identify need assessment procedures.						

ITEMS	Level of Competence					
	Not At All	To A Small Degree	To Some Degree	To A Considerable Degree	To A Great Degree	To A Very Great Degree
7. To develop individual staff profiles. . . .						
8. To identify and select high quality competency-based staff development materials. . .						
9. To serve effectively as a resource person in the staff development program .						
10. To develop a plan for implementing a competency-based staff development program. . . .						
11. To serve the needs of special groups through a competency-based staff development program. . . .						

DAILY FEEDBACK

Wednesday, February 22, 1978

INSTRUCTIONS

The title of each program presentation or activity appears across the top of the table below. Please rate each presentation or activity according to the items listed at the left of the table. In each cell, please enter the number from the following scale which most appropriately represents your feelings regarding the activity.

Rating Scale

5 Strongly Agree — 4 Agree — 3 Neutral — 2 Disagree — 1 Strongly Disagree

	Presentation or Activity / Item	Slide/Tape Presentation	Panel Discussion	Summary of Do's and Don'ts	Videotape Presentation (Reactions to use of CRSD Modules)	Role Playing	Case Studies	Evaluating Teacher Performance	Videotape Presentation (Assessing Teacher Performance)
1	Content was understandable								
2	Participation was encouraged								
3	Discussion was valuable								
4	Presentation was valuable								
5	Topic will assist me in designing my staff development program								
6	Topic needs further attention at this workshop								

THANK YOU FOR YOUR COOPERATION!

DIRECTIONS

Briefly indicate what you felt to be the strengths and weaknesses of today's activities and your recommendations. Include comments regarding any aspect(s) of specific activities, facilities, accommodations, the total program, etc.

Strengths	Weaknesses

General Comments and Recommendations

THE CENTER FOR VOCATIONAL EDUCATION
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NATIONAL TRAINING WORKSHOP TO IMPROVE
POST-SECONDARY VOCATIONAL-TECHNICAL
PERSONNEL DEVELOPMENT PROGRAMS

February 20-24, 1978

Final Evaluation

Please provide your candid responses to the following questions about the workshop. The information will be used to provide feedback to the funding source concerning the quality and impact of the workshop and to workshop planners for improving future workshops. Thank you for volunteering to complete this evaluation form. All data will be held in confidence.

Background Information

1. What is your present position?

   _____

   _____

2. How many years have you been in this role? _____

3. How many years have you been in staff development? _____

WORKSHOP PLANNING AND IMPLEMENTATION

Please rate the overall quality of the individual areas of the workshop as compared to typical professional development workshops you have attended by circling the appropriate rating for each of the following items.

		Quality				
		Poor	Fair	Average	Good	Out-standing
1.	Pre-workshop information	1	2	3	4	5
2.	Meeting facilities	1	2	3	4	5
3.	Accommodations	1	2	3	4	5
4.	Meals and banquets	1	2	3	4	5
5.	Choice of workshop topics	1	2	3	4	5
6.	Choice of consultants	1	2	3	4	5
7.	Workshop schedule (i.e., length and arrangement of workshop activities)	1	2	3	4	5
8.	Workshop staff	1	2	3	4	5
9.	Small groups	1	2	3	4	5
10.	Panel Discussions	1	2	3	4	5
11.	Individual consultants	1	2	3	4	5
12.	Opportunities for informal interaction and exchange	1	2	3	4	5
13.	Media presentations	1	2	3	4	5
14.	Staff Development Program Guidelines (handouts)	1	2	3	4	5
15.	Other materials distributed	1	2	3	4	5
16.	Workshop as a whole	1	2	3	4	5

Workshop Objectives

Please indicate by circling the appropriate rating how effectively the workshop met its objectives.

Did the workshop assist you:	Definitely No				Definitely Yes
1. To develop a competency-based staff development program for post-secondary occupational teachers.	1	2	3	4	5
2. To implement a competency-based staff development program for post-secondary occupational teachers.	1	2	3	4	5
3. To understand the mission of post-secondary occupational education.	1	2	3	4	5
4. To understand the central purposes of post-secondary occupational education programs.	1	2	3	4	5
5. To understand the underlying concepts and components of a comprehensive competency-based staff development plan.	1	2	3	4	5
6. To develop need assessment procedures.	1	2	3	4	5
7. To develop individual staff profiles.	1	2	3	4	5
8. To identify and select high quality competency-based staff development materials.	1	2	3	4	5
9. To serve effectively as a resource person in the staff development program.	1	2	3	4	5
10. To develop a plan for implementing a competency-based staff development program.	1	2	3	4	5
11. To serve the needs of special groups through a competency-based staff development program.	1	2	3	4	5

CONCLUSIONS AND RECOMMENDATIONS

1. What were the high points of the workshop?

2. What were the weaker features of the workshop?

3. What specific suggestions would you make for improving the workshop?

4. What type(s) of technical assistance would you like to receive?

5. Additional comments.

MEMORANDUM

DATE: June 8, 1978

TO: Participants in the National Training Workshop to Improve Post-Secondary Vocational-Technical Personnel Development Programs

FROM: Robert E. Norton and Audri Miller-Beach

SUBJECT: Follow-up Questionnaire

Three months have elapsed since we met in Columbus at the National Training Workshop. Since then, we hope that you have taken some time to read the Competency-Based Staff Development implementation guide which you received at the workshop and to think about the various ideas presented during the workshop.

In order to determine the overall effectiveness of the workshop and the Competency-Based Staff Development guide, we are enclosing a questionnaire which we hope you will complete. All responses will be treated confidentially and only a group analysis of the data will be reported.

Please take about 5 to 10 minutes of your time now and respond to the questionnaire.

Thank you for your cooperation! Please return the questionnaire in the enclosed envelope by June 20, 1978.

cdb

Enclosures

A. PRODUCT EVALUATION: Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel

Instructions: For each of the statements, please circle the appropriate response using the following scale:

Strongly Disagree	Dis-Agree	Undecided	Agree	Strongly Agree
1	2	3	4	5

1.	The product has been useful to me as I have worked to implement/improve the staff development program at my institution.	1	2	3	4	5
2.	The product was:					
	a) logically organized	1	2	3	4	5
	b) too long	1	2	3	4	5
	c) well written	1	2	3	4	5
	d) written in an understandable style	1	2	3	4	5

3. Which chapters of the product have been:

a) Most useful for you?	b) Least useful for you?

4. Overall, the quality of the product in comparison to other professional materials with which you have worked, is (check one):

_____ Poor _____ Fair _____ Average _____ Good _____ Outstanding

B. WORKSHOP EVALUATION

Instructions: For each of the statements, please circle the appropriate response using the following scale:

	Definitely No				Definitely Yes
	1	2	3	4	5
1. The workshop experience was useful to me.	1	2	3	4	5
2. I believe that I obtained knowledge during the workshop which I have used to implement or improve my institution's staff development program.	1	2	3	4	5

3. What benefits do you feel you have derived from the workshop?

Thank you for completing this form!

APPENDIX K

Publicity

CENTERGRAM

Volume XII, No. 8 August 1977

CVE CONDUCTS PERSONNEL DEVELOPMENT PROJECTS

The Center will conduct seven national projects in FY 78 funded by the USOE Educational Professions Development Act (EPDA). Each project includes workshops/seminars which will focus on enhancing personnel development of specific segments of the population with interest or emphasis in vocational education.

Although many of the project workshops will convene in the State of Ohio, each of the workshops/seminars involves a concern which holds national significance.

An EPDA advisory panel convened by Dr. Billie Pope, EPDA Coordinator for the State of Texas and Director of the EPDA 553 panel, determined areas of need for professional development across the nation. More than 500 vocational educators then decided the priority listing of those needs, and twenty-three national priority needs were announced. The Center was awarded seven contracts for national projects.

The teaching strategies of these seven projects are unusual in that they reach individuals in a ripple effect. Each project provides preparation in improving personnel development to about twenty people, two from each of ten selected regions. These twenty individuals return to their regions and teach representatives from the states in their regions, who, in turn, provide training for people at the local level in their states.

The seven projects awarded to The Center for Vocational Education are as follows:

1. **National Workshop to Improve Postsecondary Vocational-Technical Personnel Development.**

This project includes designing materials and conducting a national workshop, tentatively scheduled for February 20-25, 1978 at The Center, to provide preparation in better teaching techniques to a minimum of twenty postsecondary vocational-technical educators and ten administrators or faculty responsible for staff development programs.

An advisory/planning committee consisting of persons experienced in training postsecondary vocational-technical teachers and persons involved in the operation of technical institutions and other colleges will assist in identifying key competencies needed by teacher educators who prepare postsecondary teachers and by administrators of staff development.

Project members will provide technical assistance to facilitate the implementation of improved programs to prepare teachers and administrators of postsecondary vocational-technical institutions to meet the needs of students enrolled in these institutions.

In addition, project staff will develop a training package relevant to the needs of teacher educators and administrators and/or faculty responsible for staff development programs.

2. **Leadership Development for Inner City Vocational Education.**

This project will assist large city directors of vocational education in coping with common problems by developing leadership skills through four main activities: (1) resource assessment; (2) a seminar for developing administrators for large city vocational education, March 27-31, 1978 at The Center; (3) technical assistance to selected city directors; and (4) a resource handbook which describes the needs of and strategies to meet the needs of inner city vocational education programs.

The project will focus on improving the planning, budgeting, management, and leadership practices of urban vocational education programs in three essential areas: (1) a funding base—providing a more adequate and equitable funding base for large city vocational education programs from state, local, and federal sources; (2) basic academic instruction—providing opportunities for inner city vocational students to acquire reading, communication, and math skills required for coursework and jobs; and (3) vocational guidance—helping vocational students to better choose careers and educational programs suited to their interests and abilities.

3. Improving Vocational Planning and Education Capability.

This project will assist state planning and evaluating staff in providing high quality reports and valid statistics as required by state and federal legislation. The question, "Does vocational education make a difference?" is continually asked by legislators. Planning and evaluation are two keys to that inquiry.

A planning committee will assist the project staff in identifying specific competencies. Strategies will be developed to assist state department personnel in planning and implementing follow-up studies, and in utilizing the results of follow-up studies. The ability to analyze existing state plans for carrying out follow-up studies is essential. One major immediate benefit is the improvement of participants' skills in areas of follow-up studies.

Project staff will conduct a seminar on January 23-25, 1978 at The Center which will provide preparation in upgrading the planning/evaluation knowledge and skills of participating state team members.

Long term results include providing participating states the ability to generate improved evaluation reports and to better plan their vocational education programs.

4. Improving Governance of State Vocational Education.

Because of the continually shifting societal concerns and priorities, and the provisions of the Education Amendments of 1976, a need exists to offer services to assist state directors in common problem areas.

This project will provide an opportunity for the professional development and self-improvement of vocational education agency heads and selected members of their staffs on a nationwide basis.

The project consists of (1) an intensive one-day presession, September 26, 1977 in Orlando, Florida, for new state directors of vocational education to participate in activities to facilitate their orientation to state-level leadership; (2) an intensive four-day seminar, September 27-30, 1977, with the overall theme of "Improving Guidance of Vocational Education at the State Level"; and (3) follow-up technical assistance in the planning and conducting of regional inservice meetings for staff of state directors of vocational education.

5. Implementing Performance-Based Teacher Education.

This project helps selected vocational teacher education institutions to implement more fully functioning and broadly based performance-based teacher education (PBTE) programs.

Project staff will (1) help institutions in identifying their current statuses and problem areas in relation to implementing PBTE; (2) conduct a workshop, tentatively set for October 5-7, 1977 at The Center, to provide interaction between participants and consultants in order to solve institution-specific PBTE implementation problems; (3) provide technical assistance to participating institutions as they implement their plans of action; (4) provide documentation concerning PBTE implementation problems, strategies, and solutions for use as a resource by others interested in implementing PBTE; and (5) disseminate the results of implementation in five institutions and the implementation resource materials developed in the project.

6. Business-Industry-Labor Inputs in Vocational Education Personnel.

Project staff will provide specific technical assistance to ten selected institutions and/or agencies throughout the nation who have a definite commitment to increase business, industry, and labor inputs into vocational education personnel development programs.

Strategies will be developed for increasing business, industry, and labor inputs into vocational education personnel development, and then a three-day technical assistance conference will be conducted, tentatively scheduled for March 27-29, 1978 in Kansas City, Missouri.

The conference will assist three-person teams from each of the ten institutions and/or agencies in developing specific actions and acquiring identified and needed competencies. Team members then will be able to return to their institutions and/or agencies with specific information and action plans to maximize business, industry, and labor inputs in vocational education personnel development plans.

In addition to conducting the conference, project staff will produce a technical assistance handbook, audio-cassette tapes of selected technical assistance information, and a final report.

7. Vocational Education Personnel Development for Local Administrators.

Because local vocational administrators are receiving increasing responsibilities for planning and general administration, and because programs are needed to more effectively prepare these individuals for their responsibilities, The Center will conduct this national training project.

APPENDIX L

Evaluation Report

EVALUATION REPORT:

NATIONAL TRAINING WORKSHOP TO IMPROVE POST-SECONDARY VOCATIONAL-TECHNICAL PERSONNEL DEVELOPMENT PROGRAMS

Columbus, Ohio

February 20-24, 1978

by

Janet Spirer Weiskott
Evaluation Division

The National Center for Research
in
Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

DESCRIPTION OF THE WORKSHOP

History

This workshop was funded through the Education Professions Development Act geared toward improving post-secondary vocational-technical personnel development programs. The workshop was conducted by The National Center for Research in Vocational Education.

The Setting

The workshop was held in Columbus, Ohio on February 20-24, 1978. It began on Sunday evening with a registration session. The general sessions commenced on Monday morning.

Topical Areas

The workshop provided information on a variety of topical areas around the general theme of improving post-secondary vocational-technical personnel development programs. Eleven (11) major topical areas were explored:

- The Current and Future Mission of Post-Secondary Occupational Education
- The Legislation and Its Implications for Post-Secondary Occupational Education
- The Concepts and Rationale Underlying Competency-Based Staff Development
- The Essential Components of a Comprehensive Staff Development Program
- Competency Identification, Alternatives, Needs Assessment Procedures, and Development of Individual Staff Profiles

- An Overview of NCRVTE's PBTE Materials
- The Role of the Resource Person in PBTE
- Evaluating a Teacher's Final Performance and The Use of a Criterion-Referenced Instrument
- Alternative Models for Post-Secondary Staff Development
- Special Groups and Post-Secondary Occupational Education (including the needs of women, the handicapped, multi-cultural students and ex-offenders)
- Evaluating a Staff Development Plan

Goals and Objectives

The goal of the workshop was the development and implementation of a competency-based staff development program for post-secondary occupational teachers in each participating institution.

In order to meet this goal, the workshop was focused toward meeting eleven (11) objectives. These objectives are listed on page 157.

Format

The workshop was organized around presentations, panel reaction to presentations, small group discussions, and role-playing in small groups. A special workshop module was designed to give structure to the workshop and to serve as an illustration of actual competency-based materials.

EVALUATION METHODS

Purpose

The purpose of the evaluation was two fold: (1) to evaluate the overall effectiveness and success of the workshop, and (2) to provide information for planning future workshops.

Audiences

This report provides information for two audiences. The effectiveness data can be used by the sponsor to assess the overall quality of the workshop and to provide an information base for future funding and substantive decisions. The improvement data can be used by the project staff to upgrade future workshops.

Questions

The summative evaluation sought to answer the following questions:

1. How useful were the workshop presentations to the participants?
2. How well was the workshop planned, organized, and implemented?
3. Did the workshop successfully meet its objectives?
4. How does the workshop as a whole compare with previous national workshops?
5. What was the impact of the workshop on the participants?

Instruments

Three evaluation techniques were used. A copy of each instrument may be found in Appendix J. Specifically, the instruments included:

1. Daily Feedback. On a daily basis, participants were asked to complete a Daily Feedback form to rate the effectiveness of the workshop in the following areas:
   - Content was Understandable
   - Participation was Encouraged
   - Discussion was Valuable
   - Presentation was Valuable
   - Topic will Aid in Designing the Staff Development Program

A five point scale was used:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

On the back of the Daily Feedback Form, participants were asked to identify the stronger features of the workshop, the weaker features of the workshop, and any general comments and/or recommendations.

2. A Final Evaluation Form, completed by participants on the last day of the workshop rated the workshop on the overall quality on individual areas of the workshop as compared to typical professional development workshops they had attended using a five point scale:

Poor	Fair	Average	Good	Outstanding
1	2	3	4	5

Respondents were also asked to rate how well the workshop objectives were achieved in terms of the impact of the workshop on the participant's ability to implement the activities contained in the workshop objectives. Again, a five point scale was used:

Very Little	Little	Some	Much	Very Much
1	2	3	4	5

Respondents were also asked to rate the seminar as a whole in terms of how well it met their expectations. Additionally, respondents were asked to identify the stronger features of the workshop, weaker features of the workshop, and suggestions for improving the workshop.

3. Self-Assessment Scale. Participants were asked to complete a Self Assessment Scale at the beginning and end of the workshop. Eleven (11) items* were included against which the participants were asked to rate their level of competence on a six point scale.

Not at All	To a Small Degree	To Some Degree	To a Considerable Degree	To a Great Degree	To a Very Great Degree
1	2	3	4	5	6

Thirty-three (33) participants completed the pre-test and twenty-seven (27) responded to the post-test. After matching the pre and post tests a sample of 24 was used.

Constraints

Thirty-three (33) persons registered at the workshop. Of those in attendance, the response rate of the evaluation instruments ranged as follows:

Day	Number of Evaluation Instruments	Rate of Response
Monday - Self Assessment	33	100%
Monday - Daily Feedback	32	97%
Tuesday - Daily Feedback	28	85%
Wednesday - Daily Feedback	28	85%
Thursday - Daily Feedback	25	76%
Friday - Final Evaluation	27	82%
Friday - Self Assessment	27	82%

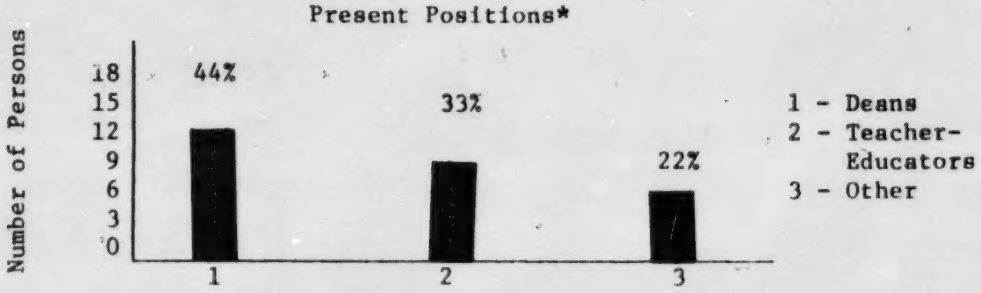
BACKGROUND OF WORKSHOP PARTICIPANTS

Based on responses from 26 of the workshop participants, 44 percent of those in attendance were deans, 33 percent were teacher educators and 22 percent were in various other positions (e.g., administrative assistant, supervision of adult vocational education). Figure 1 depicts the range of positions.

*The items were derived from the workshop objectives.

Figure 1

Present Positions*



In addition, the majority of the participants have served in their role for one to five years (59 percent). See Figure 2. Over half of the participants have been involved in the staff development field for one to five years. See Figure 3.

Figure 2

Length of Time in Position*

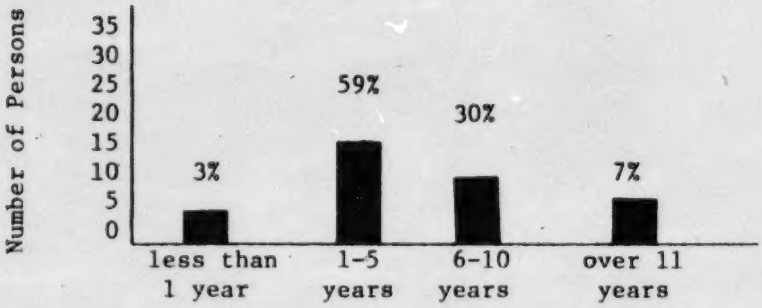
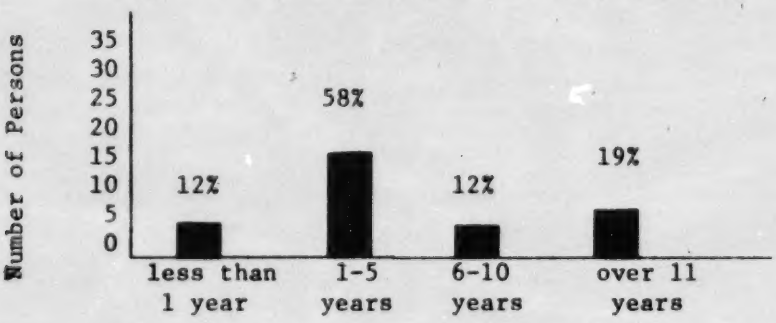


Figure 3

Length of Time in the Staff Development Field*



*Percentages do not equal one hundred due to rounding.

RESULTS

The Results section is organized around the five questions posed in the Introduction section.

How Useful Were the Workshop Presentations to the Participants?

The participants were asked to rate the effectiveness of each workshop presentation on the following items:

- Content was Understandable
- Participation was encouraged
- Discussion was Valuable
- Presentation was Valuable
- Topic will Assist Me in Designing My Staff Development Program
- Topic Needs Further Attention at This Workshop*

Each of the above items was rated on a five point scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

The mean ratings of all five items for each presentation was average or above, except for the utility of "The Legislation and Its Implications for Post-Secondary Occupational Education" in designing one's staff development plan. The breakdown of the mean ratings for each presentation by item appears in Figure 4. A summary of the range of mean scores for each item appears below:

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*The data compiled from this item appeared to contradict the other findings. Given the misunderstanding of the item, it was eliminated from the Daily Feedback Form.

	Range
- Content was Understandable	3.26 - 4.75
- Participation was Encouraged	3.07 - 4.63
- Discussion was Valuable	3.18 - 4.56
- Presentation was Valuable	3.04 - 4.71
- Topic will Assist Me in Designing My Staff Development Program	2.94 - 4.45

The five presentations considered most valuable were*:

- Panel Discussions
- Special Groups and Post-Secondary Occupational Education
- Two Exemplary Models in Post-Secondary Staff Development
- Essential Components of a Comprehensive Staff Development Plan
- Evaluating Teacher Performance

It appears from the data and conversations with participants that the panel discussions and the needs of special groups activities were extremely valuable.

*Based on "Presentation was Valuable" Column in Figure 4.

Figure 4

Quality of the Content of Workshop

Presentations, Panel Reactions, and Small Activities

Content	Mean Ratings: Content Was Understandable	Participation Was Encouraged	Discussion Was Valuable	Presentation Was Valuable	Topic Will Aid In Developing Staff Development Program
Monday					
"Current & Future Mission of Post-Secondary Occupational Education"	4.31	3.13	3.50	3.94	3.75
"The Legislation & Its Implications for Post-Secondary Occupational Education"	3.31	3.23	2.74	3.13	2.94
Panel Reactions to Above Presentation	4.03	3.59	3.91	3.90	3.80
"The Concepts & Rationale Underlying Competency-Based Staff Development"	4.52	3.81	4.03	4.25	4.25
Examination of a Case Study	4.34	4.66	4.26	4.14	3.79
"The Essential Components of a Comprehensive Staff Development Plan"	4.70	3.70	3.90	4.53	3.78

Figure 4. Quality of the Content of Workshop (Continued)

Content	Mean Ratings: Content Was Understandable	Participation Was Encouraged	Discussion Was Valuable	Presentation Was Valuable	Topic Will Aid In Developing Staff Development Program
Tuesday					
Competency Identification	4.32	3.75	3.78	4.04	4.36
Small Group Discussions	3.89	3.79	3.86	3.04	3.71
Bibliography of Competency-Based Staff Development Materials	4.07	3.12	3.17	3.86	3.93
Review of Sample Module	4.46	4.25	4.11	4.29	4.32
Individual Review of Second Selected Modules	3.86	3.96	3.56	3.56	3.66
Panel Reactions	4.56	4.33	4.48	4.59	4.00
Wednesday					
Slide/Tape Presentation	4.44	3.26	3.78	4.04	3.44
Panel Discussion	4.79	4.75	4.71	4.71	4.29
Summary of Do's & Dont's	4.39	3.07	3.18	4.07	4.18
Videotape Presentation (Reactions to Use of CBSD Modules)	4.04	3.37	3.56	3.85	3.67

Figure 4. Quality of the Content of Workshop (Continued)

	Mean Ratings				
	Content Was Understandable	Participation Was Encouraged	Discussion Was Valuable	Presentation Was Valuable	Topic Will Aid In Developing Staff Development Program
Role Playing	3.26	4.70	4.41	4.18	4.14
Case Studies*					
Evaluating Teacher Performance	4.63	4.26	4.37	4.42	4.32
Videotape Presentation (Assessing Teacher Performance)	4.42	4.00	4.09	4.17	3.83
Thursday					
Alternative Models for Post-Secondary Staff Development	4.21	4.00	3.87	4.17	4.13
Two Exemplary Models in Post-Secondary Staff Development	4.64	4.58	4.56	4.54	4.24
Small Groups	4.42	4.83	4.33	4.29	4.16
Special Groups and Post-Secondary Occupational Education	4.83	4.15	4.53	4.57	4.04
Needs of Women	4.41	4.24	4.29	4.06	4.29

*Omitted from the Agenda.

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Table 4. Quality of the Content of Workshop (Continued)

Content	Mean Ratings: Content Was Understandable	Participation Was Encouraged	Discussion Was Valuable	Presentation Was Valuable	Topic Will Aid In Developing Staff Development Program
Needs of Handicapped	4.38	4.63	4.19	4.25	4.43
Needs of Multi-Cultural Students	4.75	4.10	3.73	4.50	4.45
Needs of Ex-Offenders*					
Friday					
Evaluating a Staff Development Plan**					

* Insufficient Number of Respondents
**No Daily Feedback form was prepared for Friday since it was the last day of the workshop and this was the sole presentation.

How Well Was the Workshop
Planned, Organized and Implemented?

Fifteen (15) dimensions of workshop planning and implementing were rated by the participants using a five point scale (poor/fair/average/good/outstanding). The Staff Development Program Guidelines (handouts) were ranked the highest while the small group activities were ranked the lowest. Figure 5 summarizes the mean ratings.

The norms for quality of workshop planning and implementation from the previous workshops are:

	Below Average	Average	Above Average
Pre-Workshop Information	Below 2.61	2.61-3.83	Above 3.83
Meeting Facilities	Below 3.65	3.65-4.25	Above 4.25
Accommodations	Below 3.60	3.60-4.08	Above 4.08
Meals and Banquets	Below 2.76	2.76-4.16	Above 4.16
Small Groups	Below 3.24	3.24-4.06	Above 4.06
Choice of Presenters	Below 3.76	3.76-4.58	Above 4.58
Workshop Schedule	Below 3.87	3.87-4.47	Above 4.47

When comparing the quality of the workshop to the established norms*, it becomes apparent that:

- The pre-workshop information was above average
- The meeting facility was above average
- The meals were above average
- The accommodations were average
- The small groups were average
- The choice of consultants was average
- The workshop schedule was average

*Norms are based on average ratings of fifteen (15) past seminars and workshops for vocational education leaders since 1968.

Figure 5

Quality of Workshop Planning and Implementation

Rank	Aspect	Rating*
1	Staff Development Program Guidelines (handouts)	4.81
2	Workshop Staff	4.67
3	Other Materials Distributed	4.56
4.5	Meeting Facilities	4.44
4.5	Choice of Consultants	4.44
6	Panel Discussions	4.33
7.5	Opportunities for Informal Interaction and Exchange	4.26
7.5	Meals and Banquets	4.26
7.5	Workshop Schedule	4.26
10.5	Choice of Workshop Topics	4.15
10.5	Pre-Workshop Information	4.15
12	Accomodations	4.00
13	Media Presentations	3.85
14	Small Groups	3.74

*Poor 1 Fair 2 Average 3 Good 4 Outstanding 5

Did the Workshop Meet Its Objectives?

All of the workshop objectives were adequately met. Figure 6 summarizes the attainment of each workshop objective. The objectives are placed in rank order from the greatest to least attainment.

Figure 6

Achievement of Workshop Objectives

Rank		Achievement*
1	To understand the underlying concepts and components of a comprehensive competency-based staff development plan.	4.63
2.5	To develop a competency-based staff development program for post-secondary occupational teachers.	4.37
2.5	To develop a plan for implementing a competency-based staff development program.	4.37
4	To serve effectively as a resource person in the staff development program.	4.33
5	To identify and select high quality competency-based staff development materials.	4.26
6	To develop need assessment procedures.	3.96
7	To implement a competency-based staff development program for post-secondary occupational teachers.	3.93
8	To develop individual staff profiles.	3.85
9	To serve the needs of special groups through a competency-based staff development program.	3.81
10	To understand the mission of post-secondary occupational education.	3.74
11	To understand the central purposes of post-secondary occupational education programs.	3.59

The norms** for achievement of workshop objectives from previous national workshops are:

Below 3.15	3.15-3.85	Above 3.85
Below Average	Average	Above Average

When compared to the norms, seven objectives were above average and four were average.

*Did the Workshop Assist You? To _____

Definitely No				Definitely Yes
1	2	3	4	5

**Norms are based on average ratings of fifteen (15) past seminars and workshops for vocational education leaders since 1968.

How Does the Workshop as a Whole
Compare to Previous National Workshops?

The participants were asked to rate the quality of the workshop as a whole using the following scale:

Poor	Fair	Average	Good	Outstanding
1	2	3	4	5

$\bar{X} = 4.63$

The norms for the workshop as a whole from previous workshops are:

Below 3.44 Below Average	3.44-4.66 Average	Above 4.66 Above Average

When compared to the norms, the workshop as a whole is in the high portion of the average range. Some strengths of the workshop identified by the participants were:

- Materials (13)*
- Choice of Consultants (12)
- Organization (10)
- Panels (10)
- Staff (7)
- Interaction with Participants and Staff (5)
- Special Needs Presentation and Groups (9)
- Holland College Presentation (3)
- Better Understanding of CBSD (2)

Eighteen (18) participants stated that the workshop was excellent and/or the best workshop they have attended.

---

*Number of respondents identifying the item appears in the parentheses.

The major weaknesses identified by the participants were:

- Tight Schedule Led to Inflexibility (11)
- Accommodations (4)
- Discussion on Legislation (4)
- Special Needs Group on the Handicapped (3)
- Vagueness of Discussion on the Mission (2)

When asked as to specific suggestions that would have improved the workshop, the responses received varied. The following comments were identified:

- Hand Out Materials the Night Before the Session (1)
- More Time to Develop the CBSD Plan (1)
- Structure Informal Groups (1)
- Include Information on Selling the CBSD Plar to Administrators and Boards (1)
- Slower Pace (1)
- Tour of Campus Area (1)

What was the Impact of the Workshop Upon the Participants?

In order to measure the impact of the workshop, the participants were asked to complete a Self-Assessment Scale (see Appendix J) at the beginning and end of the workshop. Thirty-three (33) persons responded to the pre-test, while twenty-seven (27) persons responded to the post-test. After matching instruments, a sample of 24 respondents was used to compute the t tests. Figure 7 illustrates respondents' perceived changes in their level of competence as a result of the workshop.

Figure 7

Self-Assessment Scale

Item	Pre-Test Mean	Post-Test Mean	Difference Between Means	t Score	Statistical Significance
1. To develop a competency-based staff development program for post-secondary occupational teachers.	2.96	4.67	+1.71	1.80	$p < .10$
2. To implement a competency-based staff development program for post-secondary occupational teachers.	2.67	4.79	+2.12	1.94	$p < .10$
3. To understand the mission of post-secondary occupational education.	4.79	5.21	+ .42	0.48	
4. To understand the central purposes of post-secondary education programs.	4.79	5.29	+ .51	0.45	
5. To understand the underlying concepts of components of a comprehensive competency-based staff development plan.	3.08	4.96	+1.88	1.88	$p < .10$
6. To identify need assessment procedures.	3.04	4.92	+1.88	2.27	$p < .05$
7. To develop individual staff profiles.	3.71	4.25	+ .54	0.49	
8. To identify and select high quality competency-based staff development materials.	2.88	4.83	+1.95	1.63	
9. To serve effectively as a resource person in the staff development program.	2.92	5.08	+2.16	2.16	$p < .05$

Figure 7. Self-Assessment Scale (Continued).

Item	Pre-Test Mean	Post-Test Mean	Difference Between Means	t Score	Statistical Significance
10. To develop a plan for implementing a competency-based staff development program.	2.96	4.92	+1.96	2.18	$p < .05$
11. To serve the needs of special groups through a competency-based staff development program.	2.75	4.38	+1.63	1.13	

In general, it appears that the participants perceived an increase in their level of competence for each of the eleven items. The increases in Items #6, #9 and #10 (to identify needs assessment procedures, to serve effectively as a resource person in the staff development program, and to develop a plan for implementing a competency-based staff development program) were significant at the .05 level. The increases in Items #1, #2, and #5 (to develop a competency-based staff development program for post-secondary occupational teachers, to implement a competency-based staff development program for post-secondary occupational teachers, and to understand the underlying concepts of components of a comprehensive competency-based staff development plan) were significant at the .10 level.

OBSERVATIONS

The efforts of the staff in planning the workshop were evident in the general organization of the workshop, the abundance of materials and the quality of materials. These factors were often stated by participants in the evaluation forms and verbally. Perhaps in an effort to include as much information as possible, the workshop agenda became too full and therefore appeared inflexible at times.

Overall, it appeared that the participants felt their attendance at the workshop was beneficial. This was confirmed by the perceived growth in the competence of participants identified in the Self Assessment Scale (eight out of 11 objectives were ranked as achieved at an "above average" level, when compared to the norms), and the 18 general comments about the workshop specifically identifying its usefulness.

SUMMARY AND RECOMMENDATIONS

The National Training Workshop to Improve Post-Secondary Vocational-Technical Personnel Development Programs was rated by the participants between good and outstanding ($\bar{X}$ = 4.63 on a 5 point scale). When compared to the norms of prior national EPDA workshops, the workshop as a whole fell on the very high end of the average range.

Strengths

The workshop was seen as successfully meeting all of its objectives. The participants rated the utility of all the presentations at average or above ($\bar{X}$ Range: 3.04 to 4.71). The panel discussions generally were the highest rated presentations of the workshop, followed by the special needs presentation. The highest rated features of the workshop were the Staff Development Program Guidelines, workshop staff, and other materials distributed.

The variety of workshop strategies used (e.g., presentations, panels, small groups) and the variety of consultants were positive features of the workshop. In general, the participants felt that the combination of consultants, NCRVE Staff, and other participants, provided a wealth of expertise available to tap.

Weaknesses

The lowest ranked features of the workshop were the small group activities and media presentations. In addition, the participants did not perceive the presentation on "The Legislation and Its Implications for Post-Secondary Education" as having substantial utility in designing a staff development program. The participants often commented that the agenda was constructed too tightly. As a result, it appeared to be inflexible at times.

Recommendations

1. Workshop agendas should be designed to allow for more flexibility. Although the amount of information included in this workshop was substantial, a more flexible format might have provided the participants with more time to absorb the information.
2. Some materials should be distributed before the workshop in order that participants may review the information before each day's session and to prevent disruptions during the workshop which often result when materials are distributed.

FOLLOW-UP EVALUATION

On May 31, 1978 each workshop participant was asked to complete a mailed questionnaire designed to measure the perceived utility of the project's primary products:

- Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel (hereafter referred to as the Guide)
- The National Training Workshop to Improve Post-Secondary Vocational-Technical Personnel Programs (February 20-21, 1978)

One questionnaire was mailed to each of the thirty (30) workshop participants. Nineteen (19) questionnaires were returned (63 percent rate of response). Given the time constraints, there was no formal effort made to increase the response rate by telephoning or mailing a second questionnaire.

Methodology

The purpose of the questionnaire was to 1) measure the utility and quality of the guide, and 2) utility of the workshop after the participants have been on the job for three months. Therefore, the questionnaire (see Appendix J) was divided into two parts:

A) Product Evaluation Guide. The respondents were asked to rate the utility and quality of the guide using a five point scale.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

They were also asked to rate the quality of the guide in comparison to other professional materials with which they have worked. Again, a five point scale was used.

1	2	3	4	5
Poor	Fair	Average	Good	Outstanding

In addition, the respondents were requested to identify the chapters of the guide that were most and least helpful.

B) Workshop Evaluation. The respondents were asked to rate the utility of the workshop once on the job using a five point scale.

1	2	3	4	5
Definitely Yes				Definitely No

They were also asked to identify benefits they derived from the workshop.

Findings

Product Evaluation Guide

Quality of the guide. The respondents generally felt that the quality of the guide was above that of other professional materials with which they have worked. ($\bar{x} = 4.37$)[1]. When asked about specific aspects of the guide's quality, they responded that the guide was logically organized, well written in an understandable style and an appropriate length. Figure 8 identifies the quality indicators by mean score.

1

1	2	3	4	5
Poor	Fair	Average	Good	Outstanding

Figure 8

Quality Indicators by Mean Score

The product was:	Mean Score[2]
a) logically organized	4.42
b) too long	2.59
c) well written	4.33
d) written in an understandable style	4.17

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[2] 1 Strongly Disagree — 2 Disagree — 3 Undecided — 4 Agree — 5 Strongly Agree

Utility of the guide. The respondents reported that the guide was useful to them as they worked to implement or improve the staff development program at his/her institution ($\bar{x} = 4.16$)[3]. When asked to identify the most useful and least useful chapters of the guide, six (6) participants stated that all the chapters were equally useful. Figure 9 identifies the number of persons identifying the chapters' degree of utility.

Workshop Evaluation

On February 24, 1978, the workshop participants were asked to evaluate the National Training Workshop to Improve Post-Secondary Vocational-Technical Personnel Devleopment. At that time, the respondents rated the workshop as a whole between good and outstanding ($\bar{x} = 4.63$ on a five point scale). When compared to norms of prior National EPDA Workshops, the workshop as a whole was on the very high end of the average range.

In order to assess if the workshop experience was useful to the participants once they were back at their institution, three items were included in the questionnaire.

All respondents felt that the workshop experience was very useful to them ($\bar{x} = 4.63$)[4]. They all reported that they obtained knowledge during the workshop which they have used to implement or improve their institutions' staff development program.

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[3]Ibid.

[4]

1	2	3	4	5
Definitely No				Definitely Yes

Figure 9

Degree of Utility

Chapter	Number Responding Most Useful[5]	Number Responding Least Useful
I. Introduction	7	1
II. Competency Identification	9	2
III. Needs Assessment	11	0
IV. Development of Professional Growth Plans	10	0
V. Role of the Resource Person in CBSD Programs	9	0
VI. Selection/Development of CBSD Materials and Other Resources	6	0
VII. Alternative Staff Program Management	8	2
VIII. Staff Development Program Management	8	2
IX. Orientation of Personnel	8	1
X. Evaluating the Staff Development Program	8	1
Appendices	6	1

[5]Includes the six persons responding that all chapters were equally useful.

When asked to identify the benefits they derived from the workshop they reported that the greatest benefits derived from the workshop were:[6]

8 - Liaisons developed with practitioners and the National Center staff

7 - An understanding of CBSD

6 - A framework around which to base and issues to be included in a staff developemnt program

5 - Materials presented during the workshop including the guide

4 - Updating of resources including the identification of commercial materials

2 - Time and opportunity to develop a plan of action

1 - Introduction to the DACUM process and how it works

Summary

The respondents reported that the Guide was very useful to them. They rated the quality of the Guide above that of other professional materials with which they have worked. The data also reveals that the respondents believe the Guide is well written, logically organized and a suitable length.

Upon reflection, the respondents reported that the workshop experience was very useful and they obtained knowledge during the workshop which they used to implement or improve their institution's staff development program. The greatest benefits derived from the workshop experience appear to be (a) liaisons developed with practitioners and the National Center staff, (b) an understanding of CBSD, and (c) a framework around which to base and issues to be included in a staff development plan.

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[6]The responses are placed in rank order based upon the number of persons identifying the benefit.